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AUTHOR	Jeffrey, Robert C.
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ABSTRACT

All nine state universities in the State University System of Florida (SUS) have communication programs, two of which are designed to teach journalism exclusively, and the others combining mass communication, journalism and communication studies. Because of the student demand for education in one or more of the fields of communication, combined with the inability of the state to fund additional faculty, a total of 13 distinct communication majors in six of the nine universities have instituted limited access criteria for admission into programs. Evaluation of the programs in all nine of the universities led to the following general recommendations in order to better meet the needs of communication education in the state of Florida: (1) limited access status should be retained for the programs in which it is already approved; (2) faculty salaries must become more competitive; (3) lower faculty salaries can be ameliorated somewhat by an active program of faculty development; (4) plans to develop a journalism major at Florida State University should be abandoned; (5) because of an escalating shortage of PhD graduates in communication nationally, proposals for communication PhD programs should be supported; (6) stronger state-wide programs should be initiated to attract minority faculty members and students; (7) universities should consider improving compensation packages for graduate teaching assistants in communication programs; (8) clearer cooperative guidelines with community college personnel should be developed; (9) greater technical support should be provided for communication faculties and equipment; (10) accreditation should be explored; and (11) professional development activities should be supported, even sometimes to the extent of hiring a development officer for the program. (MAS)

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COMMUNICATION PROGRAM REVIEW
IN THE
STATE UNIVERSITY SYSTEM OF FLORIDA

DR. ROBERT C. JEFFREY
THE UNIVERSITY OF TEXAS AT AUSTIN
LEAD CONSULTANT

1993 Communication Program Review Consultants

Lead Consultant

Dr. Robert C. Jeffrey
Dean, College of Communication
The University of Texas at Austin
Austin, Texas 78712
(512) 471-5646

University Consultants

UF

Dr. Thomas Bowers
Associate Dean, School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3365
(919) 962-4084

FSU

Dr. Douglas Boyd
Dean, College of Communications
University of Kentucky
Lexington, KY 40506-0042
(606) 257-3874

FAMU

Dr. Carol Reuss
Associate Provost
University of North Carolina at Chapel Hill
104 South Building 005A
Chapel Hill, NC 27514
(919) 962-1570

USF

Dr. Carol Oukrop
Director, A. Q. Miller School of Journalism and Mass Comm.
Kansas State University
Manhattan, KS 66506-1501
(913) 532-6890

FAU

Dr. Don Boiliaux
Chair, Department of Communications
George Mason University
Fairfax VA 22030

UWF

Dr. Will Norton
Dean, College of Journalism
University of Nebraska, Lincoln
Lincoln, NE 68588-0127
(402) 472-3044

UCF

Dr. Edward Mullins
Dean, College of Communication
The University of Alabama
Box 870172
Tuscaloosa, AL 35487-0172
(205) 348-5520

FIU

Dr. Carol Reuss
Associate Provost
University of North Carolina at Chapel Hill
104 South Building 005A
Chapel Hill, NC 27514
(919) 962-1570

UNF

Dr. Keith Sanders
Chancellor
University of Wisconsin – Stevens Point
Stevens Point, WI 54481
(715) 346-3916

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Preface

The review of the communication programs in all nine of the institutions in the State University System of Florida (SUS) began with the orientation of university coordinators, and the appointment of a lead consultant (based upon nominations from the universities) by the Academic Programs Office of the SUS. Each of the institutions appointed one consultant who, along with the lead consultant, was responsible for reviewing the communication program at that institution. A list of the consultants is included in the Appendices, as well as a list of the university coordinators for the review.

Each communication program prepared a self-study that the lead consultant and each university consultant read prior to a site visit. The lead consultant spent one full day on each campus, accompanied by Dr. Gita Wijesinghe Pitter, Program Review Associate in the SUS. The institutional consultant, having spent at least one additional day on campus, joined them on these visits. At each of the institutions, the consultants met with the president or provost, and other members of the central administration, the dean of the college, the communication program administrators, faculty and students in the program, alumni, and employers of the graduates of the program. Following the site visits, each university consultant prepared a report on the programs reviewed. These reports formed the basis from which the lead consultant's report was developed.

EXECUTIVE SUMMARY

All nine state universities in the State University System of Florida (SUS) have communication programs. Two of the communication programs in Florida are designed to teach journalism exclusively. The rest are combinations of mass communication, journalism and communication studies (formerly speech). They all well serve the areas in which they are located and they seem to be satisfying the needs of the communication industries in the state.

Because of student demand for education in one or more of the fields of communication, combined with the inability of the state to fund additional faculty lines in abundance, a total of 13 distinct communication majors in six of the nine universities have instituted limited access criteria for admission into programs.

The faculty and administrators of communication programs in the State University System should be commended for preparing well-educated graduates to serve in the various communication specialties in the state, especially given the financial constraints placed upon them.

Evaluation of the communication programs in all of the nine state universities in Florida led to the following general recommendations for consideration by the Board of Regents and by the several universities in order to better meet the needs of communication education in the State of Florida:

FOR CONSIDERATION BY THE BOARD OF REGENTS

- Limited access status should be retained for the programs in which it is already approved. The demand by students for education in all areas of communication will continue to expand, and enrollment must be controlled unless and until additional faculty lines become available to serve larger enrollments.
- Faculty salaries must become more competitive. Existing salaries are, on the average, $5,000 to $7,000 below the average salaries at competing institutions outside of the state. It will be difficult to retain outstanding faculty in communication unless significant adjustments are made.
- Lower faculty salaries can be ameliorated somewhat by an active program of faculty development. Such development support can take several forms, including: (1) more help and guidance for the improvement of teaching, especially for non-tenured professors; (2) greater flexibility in work loads, especially for those faculty members engaged in major research and creative projects; and, (3) accommodating the different needs of the teacher/professional and the teacher/scholar, especially in teaching loads and reward structures.
- Any plans to develop a journalism major at Florida State University should be abandoned. The cooperative agreement between FSU and the journalism program at Florida A&M University is sufficient to educate students interested in

journalism at both institutions.

- Because of an escalating shortage of Ph.D. graduates in communication nationally, well-documented new proposals for communication Ph.D. programs in the State University System should be supported.
- A stronger state-wide program should be initiated to attract more minority faculty members and students. Most of the communication programs in the State University System lack ethnic and racial diversity at both levels.

FOR CONSIDERATION BY UNIVERSITIES

- Universities in the SUS should consider means to improve the compensation packages for graduate teaching assistants in communication programs. The present stipends are $2,000 to $3,000 below the average stipends at comparable institutions outside of the state. It is difficult to attract truly outstanding graduate students under these circumstances.
- The communication programs in the state, with some exceptions, are characterized by white, male faculty members. The institutions should mount aggressive programs to assure more diversity in communication faculties.
- The institutions should assist the communication programs to develop clearer cooperative guidelines with community college personnel. Although some programs do very well, others are not as formalized as they should be. Generally, all articulation agreements can be improved.

- Universities in the State University System of Florida should provide greater technical support for the equipment and facilities in the communication programs. Large investments in equipment and facilities have been made at some institutions, and must be made at others if the quality of communication degrees is to be maintained. It is essential that the equipment be maintained, as well, in order to protect those investments.
- Accreditation of communication programs should be explored at those institutions in which the programs are not accredited. Many foundations and new groups will not accept grant requests or provide scholarship support for students in non-accredited programs. As schools and departments become more dependent on private gifts, accreditation will become more important.
- Communication programs have definable professional groups that hire their graduates. Those groups can be very generous in providing financial support for the program and for students. Institutions in the SUS should encourage and support development activities in the communication programs, even to the extent in some cases of permitting the hiring of a development officer for the program.

THE STATE OF JOURNALISM AND MASS COMMUNICATION EDUCATION IN THE UNITED STATES

Interest in the study of communication (journalism, radio-TV-film, advertising, public relations, interpersonal and organizational communication) has grown rapidly, particularly in the past two decades. Every institution of higher education that has introduced a communication curricula, or expanded existing curricula, has experienced its growth and its attraction to students. The study of journalism as an academic subject has its official origin in 1908 when a free-standing School of Journalism was founded at the University of Missouri. The organizational structure of that school has been used as a model for most journalism programs that followed, and as a model for fashioning minimum guidelines to be used for accrediting programs by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). Probably the most significant of the standards established by ACEJMC is the requirement that journalism majors take at least 75 percent of their coursework for the bachelor's degree outside of the area of communication, and principally in the liberal arts. Consequently, students in accredited programs in journalism get a strong general or liberal arts education.

It is natural that public relations and advertising as areas of academic study would emerge in journalism schools. Both of these areas require sound writing practices and the kind of deadline discipline to which students in journalism are subjected. Radio, TV and film as academic studies, however, have roots elsewhere.

Speech, or rhetoric, has been taught in the United States since the establishment of Harvard University. Although the subject matter of speech, now often called communication studies or human communication studies, has changed considerably since the 17th century, the area is inextricably bound to the oral tradition. It is not surprising, then, to find that radio, TV and film studies are rooted in speech programs because of the basic oral nature of those media.

Here, then, are two traditions, one oral the other written, each spawning sub-categories of study, and finally joining together to establish major academic areas of study sometimes called journalism and mass communication, but often called simply communication.

The traditional role of the undergraduate programs in journalism and mass communication has been to prepare entry-level personnel for newspapers, magazines, radio and television stations, and other communication-related industries. Many critics of journalism and mass communication education have complained that the curriculum in most programs is too vocational and not sufficiently demanding in the range of courses to assure a broad education. Those critics obviously are not aware of the liberal arts requirement, nor of some of the liberalizing courses taught within the communication curricula, such as media law and ethics, history of the mass media, mass media and society, and media economics. Upon examination of curricula across campuses, it is often the case that journalism and mass communication majors take more liberal arts and sciences courses than do majors in business, engineering, education and many of the sciences.

In spite of the criticism by some media professionals and their insistence that they would prefer hiring liberal arts majors to journalism and mass communication majors, they continue to hire over 75 percent of their entry-level employees from journalism and mass communication programs. The reason communication graduates have a competitive edge in entry-level hiring is the existence in the curriculum of practical courses that provide students with hands-on experience in computer layout, design and graphics in the print area and lighting, camera work and training in sound technology in the visual areas.

The surge of interest in communication areas over the past decade or so does not lie in the sudden passion to participate in traditional communication roles. It lies in the excitement of being a part of a revolution that will result in new communication roles and new professional opportunities not before available. Several societal forces have combined to open the new frontiers of communication.

First, the United States has shifted rapidly from an industrial to an information society. We no longer are the major producers of goods. Our economy now is based on the creation, processing and distribution of information. We live in a communication era that will bring rapid changes as significant to society as those of the industrial era. This shift led President Clinton to declare in a speech delivered at the University of North Carolina on October 12, 1993: "Young people beginning their careers, on average, will change work seven times in a lifetime. The best jobs those young people here in the audience may ever have may be jobs yet to be created in companies yet to be founded based on technologies yet to be discovered."

Second, we have witnessed over the past decade a convergence of technologies that makes possible communication practices not dreamed of before. Everette Dennis described technological convergence as well as anyone when he wrote: "Convergence...is a coming together of the ways and means of communication, from message formation and processing to dissemination and storage. In today's world there isn't much difference at either the abstract or the operational level between a newspaper, a television station, a database and a telephone system." ("Technological Convergence and Communication Education," speech delivered at San Diego State University, November 5, 1989.) This has been made possible by the integration of systems that retrieve, process and store text, data, sound and image, and is often referred to as multimedia or even unimedia.

These two principal forces have attracted students to study communication. The information society is largely about communication, and technological convergence is a part of their everyday lives. However, other forces and issues related to the rapidly changing technologies command the attention and interest of students and journalism and mass communicators alike.

One such force is globalization. Inseparably intertwined with technological change, globalization simply means that newspapers and broadcast media are no longer nation-bound. *USA Today* and *The International Herald Tribune*, among other newspapers, have international circulation and influence. CNN has revolutionized international television news gathering and reporting, and other international news networks are now in operation. Soon, everyone in the world with a computer will be able to communicate with anyone else in the world with the touch of a key, or enter international databases, or purchase goods at international home shopping markets. The multi-media work station will shrink even more an already shrunken globe.

A second force demanding attention is the remarkable demographic changes taking place in this country. At a time when communication possibilities change the way nations manage power and economy, and when we are experiencing dramatic shifts of demographics with all of its class and racial implications, journalism programs generally fail to respond appropriately. Student populations in journalism and mass communication programs do not reflect the ethnic and racial mix of the general population, thereby contributing to the maintenance of a stale white press forcing minority groups to establish their own ethnic communication organs to place their views on public record.

Related to demographic changes and a developing multicultural society is the threat of developing an information underclass, people who will not be able to afford the hardware or the software to access the available information. This threat will be intensified as much of that information will be privately owned.

Another issue requiring attention is the ever increasing demand for content. Experts speak blithely about 500 channels being available on cable by April 1994. This raises serious questions of how to program those channels and with what content.

Of major concern to all who create, and certainly to professors, is the threat of multimedia to intellectual property rights. Once a creative effort enters the multimedia network, how is the creator's rights to be protected? This baffling question is leading many students to the study of media law.

While the explosion of technologies and the issues that explosion generates are undergraduate student "recruitment catalysts," neither has had the same tantalizing effect on potential Ph.D. students. A study recently completed by Melvin DeFleur ("The Forthcoming Shortage of Ph.D.s: Trends That Will Influence Recruiting," Working Paper published by The Freedom Forum Media Studies Center, 1992) reveals that the ratio of Ph.D.s produced the number of communication students has dropped dramatically over the 15 year period of 1975-1989. In 1975, there were nine Ph.D.s awarded for every 1,000 communication bachelor's degree students (162 Ph.D.s and 18,156 students). By

1989, the ratio had dropped to just over five per 1,000 students, a decline of 43 percent (248 Ph.D.s and 48,625 students). DeFleur compares this drop in communication Ph.D.s to the drop for all academic fields: from 36.93 Ph.D.s to 1,000 bachelor's student in 1975 to 35 per 1,000 in 1989, a decrease of only 5.2 percent.

These figures reveal not only a growing shortage of Ph.D.s in communication, a fact that should lead to a reexamination of the use of more professionals in the classroom, but also the rapid growth of the number of students in the field of communication. By 1990 (latest figures available) the number of undergraduate majors had grown to 51,283, more than a 300 percent increase in a 15 year period, and the numbers continue to mount.

The significant challenge for communication educators is not just to be aware of the forces affecting the communication-related industries, but to act by designing courses and curricula to educate students so they can be full partners and leaders in fashioning and controlling communication practices in the future. In many cases this may mean the total reshaping of the current organizational structure of many communication programs. Educators and students alike must be prepared to work and contribute effectively in a shrinking world with converging technologies while maintaining the traditional values of fairness and access.

THE STATUS OF COMMUNICATION IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

All nine state universities in the State University System of Florida have communication programs, no two of which have the same title. Some are schools, some are departments, one is a college. Some are titled mass communication, some journalism, some simply communication, and others use a combination of titles. This absence of uniformity in designating a title to describe what is being taught in the academic unit derives from the eclectic nature of the communication arts. Oral communication education evolved from the old rhetoric and forensic activities in the early years of higher education in the United States. The programs expanded into speech departments in the early part of this century to serve the oral communication needs of students. Eventually, these departments became degree granting programs in their own right.

Journalism education also originated in the early part of this century to train journalists for an expanding press in the United States. As radio and television news gathering and reporting developed at mid-century, the journalism programs began educating students to serve those industries as well. The combination of journalism, radio and television training in the same departments led to the use of the term mass communication to describe the academic content.

The State of Florida has a huge population characterized by its political, ethnic and cultural diversity. While it has the oldest population of any state in the United States, Florida has been in the forefront of testing new communication technologies. Some experiments have failed and some have succeeded, but the state provides tremendous advantages and opportunities for graduates of communication programs seeking positions as writers, publication designers, graphic artists, desk-top publishers, media managers, filmmakers, as well as the more traditional positions as journalists, broadcasters, public relations and advertising personnel, and specialists in interpersonal and organizational communication. The State University System programs in communication are designed to meet the demands of the communication industries in Florida for these kinds of specialists.

Although it may seem that the state of Florida has a large number of state-supported programs in communication, and especially in journalism and mass communication, the number of programs does not exceed the state's demand. The demand for communication education has experienced phenomenal growth and continues to grow. This demand has forced many of the communication programs to initiate limited access provisions. As long as the demand continues without corresponding increases in faculty and equipment support, limited access must be maintained to protect the quality of education for Florida's students. To avoid adding new journalism programs in the state, the State University System should be commended for approving the cooperating agreement between Florida A&M and Florida State University that makes it possible for students at each institution to take courses for credit at the other to satisfy requirements for a journalism degree. This arrangement is excellent, but should be publicized more aggressively so all interested students are aware of its existence. Because of this arrangement, any further consideration of initiating a journalism degree program at FSU should be abandoned. To have a second program in such close proximity would be unnecessarily wasteful.

Most of the State University System journalism and mass communication programs are similar to those throughout the United States in that students get a strong general education in the liberal arts and sciences as well as significant skills orientation. One difference between Florida and many other states, however, is Florida's seemingly firm obligation to serve students at institutions close to their homes, feeling, apparently, that students in Florida are essentially place-bound. While the goal to provide a first class education in every region of the state is admirable, the attempt has affected journalism and mass communication education negatively by creating programs with (1) uneven quality of instruction, (2) uneven support from central administrations, and, in some cases, (3) unreal expectations on the part of graduates at some of the institutions that they can compete on even terms for entry-level positions in the communication industry.

The goals of each of the programs differ partly because of historical accident (the conditions under which they were founded), and partly because of geographical location of the programs. For example, the population concentrations in Miami and Tampa provides a greater need for strong professional programs in those rather than in some other locations; and the development of the film program in Orlando makes sense because of its proximity to the major film studios in that city.

The communication programs at all nine state universities have the nucleus for outstanding programs, even though all have not reached the proposed level of excellence. Generally, the faculties in all of the programs are dedicated and serve the students well. Only with the exception of those programs currently searching for replacement chairs or deans, the programs have strong and effective leadership. In all but three or four, however, the programs are under-funded, under-staffed, under-equipped, and under-housed. In most cases, these weaknesses result from state-wide budget limitations; in others, the departments appear to be under-funded because of administrative inattentiveness or lack of priority status.

Several specific problems confronting the communication programs in the future can be identified. Some of these problems are not unique to the State of Florida.

The first problem is the one of technology convergence. Most of the journalism and mass communication programs in Florida are structured to emphasize sequences, such as newspaper journalism, photojournalism, magazine journalism, public relations, etc.

With the convergence of technologies and the development of the multi-media electronic center, those sequences make little sense, and actually may have the effect of limiting the students' professional opportunities. One of the programs in the state (UF) is organized into departments of advertising, journalism, public relations, and telecommunications. Further, this program strictly limits the students' freedom to enroll in courses across departmental lines. To meet the challenges of communication technology convergence, attention must be given to the possibilities of converging subject matter within the communication programs to better equip students to enter the job market with flexibility and a broader understanding of the new communication industries created by virtue of communication technology convergence.

A second problem that must be confronted results from the ever-growing shortage of Ph.D. degree holders in communication. This shortage will inevitably lead to the need to hire instructors from the professional ranks who may not hold graduate degrees in communication. Some thought should be given to reward structures for teachers who do not hold the Ph.D. degree and who do not publish in scholarly journals. It would be wise to consider greater flexibility in determining teaching work loads, especially in the professional/scholar relationship.

It is clear that the Teacher Improvement Program (TIP) initiated in the state of Florida is having a negative impact on the graduate programs in communication. Several former graduate professors have elected to forsake their graduate teaching responsibilities in order to be eligible for the award. This may be an intended result, but it should be monitored closely if the quality of the graduate programs is not to be jeopardized.

Also jeopardizing the quality of the graduate programs in communication is the level of financial support for graduate students. The teaching assistantship (TA) stipends are $2,000 to $3,000 below stipends offered by universities with which FSU, UF and USF compete for the best graduate students. Additionally, TAs are often appointed for one semester at a time rather than for the full academic year. An outstanding graduate student is not likely to be attracted to a program that cannot commit for at least a year.

Salaries of communication faculty members across the nine institutions also are low and are not competitive with salaries at the major institutions with which many of the Florida institutions compete for faculty. Outstanding faculty members in a few of the Florida programs are subject to raiding by other institutions.

Faculty morale suffers significantly in some programs, especially those in which the faculty believe that business officers of the institution make decisions that clearly are in the purview of academic officers. In at least one institution, for example, faculty members must get written approval one week in advance from the university's business officer to have air-conditioning turned on in the faculty's office space in order to work during the week-end. Not only should this be an academic decision (faculty members do not work from 8-5 Monday through Friday), but the business officer's requirement of a week's prior notice is unrealistic and onerous.

Communication education has become equipment-intensive, especially in the TV, film, and graphics areas. The state must accept responsibility for maintenance, upgrading and replacement of equipment when failure to do so significantly reduces the quality of the students' educational experience.

Perhaps the greatest void in the communication programs in Florida is the absence of an honors program at any of the sites. Possibly, the relatively small size of faculties in relation to the number of students saps the time that might be spent on honors programs. It would be extremely beneficial to develop honors programs for the brighter students in which the students would explore the revolutionary changes taking place in the communication industries.

The oral communication programs at two of the institutions are sound, but the one at the University of Florida is in need of immediate attention if it is to survive. Even so, none of the programs at the nine institutions at present can satisfy more than a fraction of non-major demands for skills courses in oral communication. Only the University of Central Florida has an oral communication requirement for all undergraduates. The importance of oral communication skills to success in business and the professions is generally accepted. Some attention should be given to broadening the availability of oral communication skills courses to a greater number of university students in Florida.

Finally, as the amount of state funding for higher education shrinks with each legislative session, the need for private gifts becomes crucial to the maintenance of quality education. Fund-raising personnel with appropriate staffs should be provided for those programs with fund-raising promise. Every case of significant fund-raising by communication programs throughout the United States has been accomplished by free-standing schools or colleges of communication with their own deans who report directly to the provost or the president of the institution. Each of the state universities in Florida should give consideration to developing such free-standing schools. The fund-raising potential is great, and the burden of supplying equipment and other program-sustaining needs could be relieved significantly through the use of such resources.

UNIVERSITY OF FLORIDA -- COLLEGE OF JOURNALISM AND COMMUNICATIONS

Degree Programs:	**M.A.M.C., Ph.D. Mass Communication**
	B.S. Advertising
	B.S. Journalism
	B.S. Public Relations
	B.S. Telecommunication

I. PROGRAM

The College of Journalism and Communications at the University of Florida represents a strong program that is already among the leaders in mass communication education nationally. The College has benefited from commendable university and private support, outstanding leadership and hard-working faculty. It offers a typical mix of undergraduate and graduate programs, including bachelor's degrees in each of the departments and the M.A. and Ph.D. degrees in mass communication. The College's limited access status is appropriate given enrollment pressures and the size of the faculty.

Departmental curricula are patterned after traditional media industries and stress practical skills needed for those industries. That focus has been a traditional strength of this College, and the success of its graduates is testimony to the solid foundation students receive in media skills. However, even though that focus has served well in the past, it may not be enough for the future. Media industries are converging as distinctions among them fade, and that will place a premium on the ability of future graduates to adapt and to integrate functions. The current departmental structure creates artificial barriers to reflect the kind of convergence now taking place in the industry. It also leads to useless duplication of some courses (For example, more than one department teaches a research methods course.) Some department chairs and faculty members are cognizant of the challenge and are ready to move forward with appropriate leadership and motivation.

The stress on liberal arts courses outside the College in the undergraduate curriculum is excellent and conforms to standards of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). This emphasis is especially sound because the subject matter of the wide range of courses offered by the Department are weighted toward "doing" rather than "thinking."

Although the number of credit hours required for a degree is appropriate, it should be a matter of some concern that only about 20 percent of the students graduate in four years. Several factors give rise to this problem but one is related to articulation with community colleges. While articulation seems to work smoothly in most cases, there are instances in which students come to the University of Florida with too many community college courses or are unaware of prohibitions against taking a course at UF that duplicates a course they took at a community college. Performance data of AA students confirm complaints from faculty members and AA graduates themselves that AA transfer students are not as well-prepared as native students for the upper division rigors of UF. Community college transfers wish they had known more about journalism and communication at UF before they transferred.

The current balance between the undergraduate and graduate programs seems appropriate but somewhat precarious, especially in light of discussions about adding professional M.A. degrees (in advertising, journalism, and telecommunication) to the existing M.A. program. The graduate program director currently must rely on faculty members being released by their department chairs to teach graduate courses, and the burden of graduate advising is disproportionate for some faculty members. Also, the graduate program has grown in recent years--including a relatively new and excellent Ph.D. program--without an increase in faculty size or resources.

There is a strong philosophical argument, as well, against creating professional degree programs in the separate departments. Doing so would contribute to the barriers between disciplines and media industries at a time when barriers should be coming down. Graduate education has less justification for media-specific curricula than undergraduate education.

Alumni and employers were strong in their praise of the UF program and its graduates. Of particular significance is their belief that the quality of interns--especially their writing--has improved considerably, and most interns are very familiar with computer applications. Several said they go out of their way to hire UF graduates because of the College's reputation. The departments make excellent use of advisory boards to enhance professional contacts for students and to review the curriculum.

II. Students

Consistent with the impressions of employers, the current students appear to be bright, articulate and proud to be in the College. They believe the College has a good reputation among employers from which they can benefit. The College can be pleased that racial and ethnic diversity among students has improved since 1987. Minority enrollment in the College increased from 12 percent in 1987 to 15.3 percent in 1992, but it still is slightly lower than the minority enrollment in the University (16.2 percent), the minority population in the statewide service area (29 percent) and the minority high school population (26 percent). The relative lack of diversity in the College is a subject of concern to some African-American students. The situation is improving through extensive efforts by the College's Minority Programs Office to recruit and retain minority students (including a campus visitation program for high school students and an impressive newsletter) and by the availability of funds for minority scholarships (nearly $90,000 for the last academic year).

The College has a highly developed system for advising current students and for maintaining contact with its alumni and tracking their career paths. The College often goes to admirable lengths to locate graduates and to get information about jobs and salaries. It has the most sophisticated system for maintaining contact with alumni among all of the communication programs in the state.

At the graduate level, the stipend for graduate assistants ($6,500-$7,000 per year) seems comparable to that offered by other units on campus, and is marginally competitive with the College's national peer institutions. The College has apparently lost some graduate student prospects because of low stipends and the absence of fee waivers and health benefits. That disparity will hinder efforts to attract the kind of students needed to make the Ph.D. program one of the outstanding centers in the nation.

III. Faculty

The University of Florida clearly has the largest faculty in journalism/mass communication in the state with about 47 tenured or tenure track positions. The quality of teaching is generally very good, and several faculty members have won significant teaching awards. Students praise most faculty members for realistic courses and projects and for being open and accessible to students. This is admirable in view of faculty teaching loads (three courses and/or sections per semester for most) which are heavier than those at peer research institutions. In spite of these heavy teaching loads, some faculty members are very productive researchers. The overall level of faculty scholarship and publication has improved since the last evaluation, although there is considerable variation among faculty members in each department. One or two very productive scholars raise the departmental record, while others do virtually no research or creative activity. College administration support of faculty development is exemplary. The summer grants for professional activities and College research grants are very important strengths of the College.

The Eminent Scholar in the College has made outstanding contributions internally and externally. He has a national reputation and brings much well-deserved honor to the College and sets an important example for other scholars. He has attracted and fostered cooperative efforts on campus, especially with the College of Law. The Brechner Center for Freedom of Information has become an extremely important resource for the state media and for scholars across the country. The Center is one of the College's centers of excellence and has attracted outstanding graduate students. Student-teacher ratios vary considerably from department to department, producing an unequal strain on some faculty members. Additionally, even though most recent hires have been primarily for graduate teaching, direction of graduate theses and dissertations is disproportionately borne by relatively few.

Faculty diversity has improved since the last evaluation, but there is still room for improvement. Women now comprise 29 percent of the faculty, compared with 19 percent in 1987. Minority faculty members increased from six percent in 1987 to 13 percent in 1993, but it is still lower than the percentage of minorities in the state (29). Fifty percent of the faculty are full professors and 77 percent are tenured, but upcoming retirements will offer several opportunities to hire junior faculty members.

The University president and administrators from other units praise the college faculty and dean, especially for his minority recruitment and fund raising efforts. The College is seen as a vital and important part of the University, and faculty members are recognized for contributions to University faculty governance.

Senior faculty members in the College are paid considerably less than their counterparts in other units on campus and in communication departments at competing institutions. The average salary for full professors in the College is 15 percent below the UF average and 12 percent below the national average for full professors in communication departments. The average compensation for associate professors in the College is eight percent lower than the national average. However, the average compensation for assistant professors in the College is 10 percent higher than the national average. The relatively high salaries paid to recent new faculty hires has created a major problem of salary compression, a malady suffered at almost all universities, but exaggerated at universities in states that have not been in a position to provide sufficient funds for equity adjustments. It results, as well, in significant faculty morale problems, particularly among senior faculty members.

Some faculty members are quite distressed and use expressions like "lack of respect" and "dismal lack of effort at getting spouse appointments" and "unfair treatment." They lament high costs of housing and the fact that they cannot afford to leave the University. Some claim that the University is sending mixed signals about the relative importance of teaching and research. Nevertheless, many still think the University of Florida is a good place to work, but that acquiescence cannot be expected to last forever.

IV. Facilities and Resources

Faculty members, however, work in a splendid physical environment. The College's building, facilities and private funding sources are the envy of journalism and mass communication programs in the country. The President extols the program as a "premiere" college on campus, and that opinion has been supported by a level of financial support that is remarkable in light of decreases in overall state funding for higher education. The University administration has supported the College's needs, and the College administration has been extremely resourceful in obtaining external funds and managing resources.

The five broadcasting stations are an important resource for the College. They provide outlets for a wide range of professional experiences for students and provide teaching opportunities, equipment and facilities that would not otherwise be available.

The condition of the College's equipment and facilities can erode, however, without regular efforts to update them. That will be especially true in the area of photography, where digital imaging is replacing traditional chemical-based processes. To be competitive, students will have to be trained to use the new and expensive equipment and to comprehend the moral and ethical problems associated with that technology. Telecommunication is another equipment-intensive department with rapidly changing needs that should not be ignored.

Faculty offices are comfortable and well-appointed, and office space for teaching assistants is appropriate. Commons areas for students and faculty members are comfortable and well-utilized. Computer labs, studios and production facilities have appropriate equipment and are well-maintained.

Library and reference materials are extensive and appropriate for the emerging technologies of information storage and retrieval. The College has extensive electronic and digital resources in the form of CD-ROM, Internet and on-line services. Additionally, through a building-wide local area network, faculty members have easy access to international data networks in their offices.

V. Responses to Previous Program Review Recommendations

1. University should support program as a priority commensurate with its national prominence.

The level of support that has been given to the College--even in hard financial times--recognizes the College's importance to the University.

2. Encourage faculty development; avoid split into professional and academic types.

The College has supported faculty development with professional and research summer support programs, and there is no discernible evidence that such programs have fostered a notion of two types of faculty members: academic and professional.

3. Attend to problem of mixing undergraduates and graduate students in the same classes.

The College now has only one course in which graduate and undergraduate students are mixed.

4. Reduce teaching loads of faculty engaged in extensive research and/or public service.

Despite a few attempts by department chairs to enlarge class size by reducing the number of sections offered and thus providing some relief, faculty teaching loads are still quite heavy in a program that expects significant research activity.

5. Activate an honors program as soon as possible.

The need for a College Honors Programs is still present. The fact that other units on campus do not have honors programs should not justify the lack of one in this College.

6. Gainesville-area professionals should be represented on advisory councils.

Gainesville area professionals are now represented on departmental advisory boards.

7. Graduate students who expect to teach upon graduation should get some instructional experience, perhaps as lab instructors, if not in charge of regular classes.

The College has improved its supervision of graduate teaching assistants. In addition to the training sessions for teaching assistants offered by the University, the College graduate TAs are frequently used in the Writing for Mass Media Course, and they are supervised by the lead teacher for that course. Teaching assistants must also take a course on college teaching offered within the College unless they have had previous teaching experience. There is some direct observation of graduate TAs.

8. Ensure that hands-on experience does not detract from a substantive, well rounded, academic program.

While administrators and some faculty members express concern about the practical and hands-on emphasis of the departmental curricula, there does not seem to be any formal efforts to analyze the curriculum of the College from top to bottom. That will be a major challenge for the new dean.

9. Faculty and administration should assist other programs in the SUS to meet ACEJMC accreditation standards.

There is no evidence that any of the other programs in the

SUS has requested assistance, although the administration and faculty in the college would be pleased to assist if called upon.

VI. Strengths, Needs and Recommendations

STRENGTHS

1. Exceptionally modern and well-maintained facilities and equipment, including the broadcasting stations.

2. Visibility and status of the College and its faculty on campus and nationally. The College has a national reputation as a leader in mass communication education.

3. Advising and support system, particularly for minority students.

4. Strong alumni relations and tracking of graduates.

5. Summer grants for faculty research and professional development.

6. Reputation among media industries for solid program that stresses practical skills.

7. Bright, articulate and well-prepared students who add to the luster of the College.

NEEDS

1. The College has made commendable efforts to increase the representation of women and minorities, and such efforts should continue because the College still needs more racial and ethnic diversity among students and more gender diversity on the faculty.

2. The narrowly prescribed curriculum patterned extensively on traditional media industries may not serve future students well.

3. Salaries are inadequate for senior faculty, and salary compression is a significant problem--probably worse than it was at the time of the last review. Faculty morale is suffering.

4. Some skills courses have too many students. The overall average size of skills classes in each department declined from 1987 to 1993, but there were some individual courses in which enrollment increased.

5. Heavy faculty teaching loads of some faculty, and uneven student-faculty ratios are hampering efforts to raise the overall research productivity of the faculty.

6. Articulation and adjustment problems are causing difficulties for some transfers from community colleges.

7. The low compensation for graduate teaching and research assistants inhibits recruitment and affects quality.

8. The College needs to make sure that equipment is replaced regularly and that new technologies are included, especially digital imaging.

RECOMMENDATIONS

1. Under the leadership of the new dean, the College should thoroughly evaluate its curriculum and consider new approaches to preparing students for the challenges of far-reaching changes and integration in the media industries. That

might include loosening requirements in each department, making it easier for students to take courses from different departments, and creating new courses.

2. The duplication of course material across departments should be reduced or eliminated.

3. As the curriculum is changed, the faculty should ensure that an appropriate number of conceptual or analytical courses are added to counter the current preponderance of practical, skills courses.

4. Teaching loads should be reduced in some instances to enhance research productivity.

5. Class sizes also need to be reduced in upper-level skills courses in each department.

6. The legislature and State University System should try to alleviate the serious morale problems caused by comparatively low salaries for senior faculty, the lack of sufficient salary increases, and salary compression.

7. The administration must continue the program of upgrading facilities and equipment, paying special attention to photography and digital imaging.

8. The College should reconsider plans to develop new graduate programs in light of limited resources already stretched too thin, problems of graduate student recruitment, and philosophical reasons against creating artificial barriers.

9. The University and College should try to overcome recruitment problems caused by marginally competitive

compensation packages for graduate research and teaching assistants.

10. The University and College should consider ways to ease the transition of AA transfers into the College by providing community college students with more information about the College of Journalism and Communications at the University of Florida.

UNIVERSITY OF FLORIDA -- COMMUNICATION STUDIES PROGRAM

Degree Programs: **B.A., M.A., M.A.T., Ph.D. Speech, Debate, and Forensics, (as indicated on BOR degree inventory)**

I. Program

The communication studies program at the University of Florida is located in the Department of Communication Processes and Disorders. Students in the program receive a degree in Communication Processes and Disorders. Even though the registrar indicates on students' transcripts that they emphasized either communication studies or speech, language pathology and audiology, this organizational arrangement is archaic in colleges and universities in the United States. Professors in communication sciences and disorders read and publish in different journals than those in communication studies, they go to different conventions and they obtain grants from different federal and state offices. The two units have little in common except a history that saw, in the 1920s, the development of a program called speech correction that grew out of speech departments, primarily in midwest and California universities. The separation of these units into independent departments has taken place in most large universities.

At one time, the University of Florida had one of the notable Ph.D. programs in the nation, then labeled rhetoric and public address. Resignations and retirements led to a sharp reduction in the number of faculty. An inability of the remaining faculty to agree on the focus of the Department led to a permanent loss of lines. The faculty, now numbering only four tenured professors and a full-time lecturer, is attempting to focus on a quality undergraduate program while placing a moratorium on the graduate program. If the undergraduate major program is successful, the program will initiate appropriate measures to separate from the Department and become independent as a department or become associated with a more appropriate unit within the University.

Along with providing courses for its majors, the program has a heavy service commitment to the University. The full-time faculty is supplemented by teaching assistants and other part-time instructors to fulfill this service commitment.

In the 1992-93 academic year, the program had 87 undergraduates enrolled and 15 graduate students (7 M.A. and 8 Ph.D.). With the moratorium on graduate admissions, concentration on enrollment in the future will be at the undergraduate level.

II. Responses to Previous Program Review Recommendations

1. The major needs more faculty.

No additional faculty searches for the communication studies program are scheduled at this time or in the near future. This is due to the moratorium on the graduate program and the retention of the undergraduate program on a trial basis.

2. As early as possible, the program should be given independent departmental status within the College of Liberal Arts and Sciences.

No specific plans for departmental status is being considered at this time.

3. Official designation should be given for each of the degree programs offered.

Even though the Department offers only one degree - communication processes and disorders - the registrar now indicates on transcripts that students emphasize either communication studies or speech-language pathology and audiology.

4. The Communication Studies program needs to make clear its focus to entering graduate students.

Not applicable until the moratorium on the graduate program is lifted.

5. The program should develop a large introductory course to help make clear the nature of the program for prospective undergraduate students.

Introduction to Communication Studies has been instituted and approximately 320 enroll each fall and spring semesters.

6. The redevelopment of the once-strong Ph.D. program in Communication Studies should be supported.

Because of diminished resources and lack of academic focus in the Communication Studies Division, it was decided to place a moratorium on further graduate admissions.

7. Consider the role of the forensics program within Communication Studies.

The forensics activity program is now directed by an MA level lecturer, thereby freeing the Ph.D. professor who formerly directed it to concentrate on the academic aspects of the program.

8. The Communication Studies program is badly in need of facilities and microcomputers for all of its faculty members.

Because of financial constraints, the department has not been able to improve significantly existing facilities. However, each faculty member has been provided with personal computers. Also, audio-visual recording equipment continues to be available through the Office of Instructional Resources.

III. Strengths, Needs and Recommendations

1. The program is comprised of four members of the faculty, all tenured, and all having been at Florida for some time. There is a great need for new, junior faculty members to revitalize the program.

2. Without a graduate program to attract teaching assistants, the service courses in the program will depend more on adjunct faculty. This need should be addressed almost immediately.

3. The undergraduate enrollment in this program will grow more rapidly and certainly would more readily prosper if it were separated from Communication Processes and Disorders. Students

interested in a communication degree will not be attracted to a program where the degree is in the area of communication sciences and disorders. If the program is to survive and even thrive, it is essential that it be given separate departmental status within the College.

4. The demand for Ph.D. degree programs is great in Florida as it is throughout the country. A strong undergraduate and graduate degree program would attract a large number of students. Along with separate departmental status and additional faculty, consideration should be given to revitalizing the graduate program.

FLORIDA STATE UNIVERSITY -- DEPARTMENT OF COMMUNICATION

Degree Programs: **B.A., B.S., M.A., M.S., Ph.D.**
Communication

I. Program

The Department of Communication at FSU suffers from problems common to communication departments at many state universities: too many students and too few resources. In an attempt to continue to offer a high-quality educational experience, the FSU Department of Communication has attempted to manage enrollment by: (1) instituting a limited-access plan; (2) using a large number of teaching assistants (TAs) in junior- and senior-level courses; and (3) permitting large numbers of students in some senior-level classes.

The limited access plan, mandating a 3.0 GPA for admission, has kept majors to about 275 per year for a total of 550. However, two major problems arise from this single-criterion plan for limiting access. First, it does not take into account possible differences in grading practices among the institutions where students completed their lower division coursework. Second, because many students do not take communication-oriented courses until the junior year, they are unsure as to which of the nine options available to them in the department is suitable for them. The Department, therefore, should consider criteria other than GPA alone for future admissions. One possibility is a requirement that students take three or four pre-major courses in which they must achieve a grade of "B" or better to be admitted into the program. Two years of a foreign language might be another criterion to be considered for admission.

Evidence exists to support the claim by some undergraduate students that it is possible to obtain a degree without having taken a course from a full-time faculty member, although this is less likely the case today than it was 2 or 3 years ago. This leads to a conclusion that too much reliance is placed on graduate students and/or adjunct professors to meet the teaching obligations of the Department.

Some classes, even at the senior level, are too large and should be reduced in size. This might be accomplished by increasing limited access standards to ensure that non-majors who do not meet the 3.0 GPA criterion, but are hoping to graduate by gaining access to large numbers of courses, are not permitted in upper-division classes.

A program with only 20 full-time filled faculty lines should not have nine separate curricular options. The number of options should be reduced to between 3 and 5 so that a larger number of faculty can be associated with a particular option. The Department has tried to do too much with too few resources; the result is a large number of tightly controlled majors whose course offerings often overlap. A restructuring of the options to reduce the number will broaden what is now a somewhat restricted educational experience for students, especially in view of the current job market, and will give the Department more flexibility in hiring faculty and making teaching assignments.

The large number of options has led, also, to some duplication and overlapping of course materials. For example, "Introduction to Communication Theory" is taught in a variety of courses. This situation can be corrected to some extent by reexamining the curriculum when reducing the number of options and also by having full-time faculty teach most, if not all, of the senior-level undergraduate courses.

The innovative program that permits communication students at Florida A&M to take courses at FSU and students at FSU to take courses at FAMU is not working as well as it might. The program is designed to eliminate duplication and to take advantage of the strong offerings at each institution that are not in the curriculum at the other. The program has many additional advantages, but it is not well publicized or encouraged. Many students are not aware of the program.

II. Students

Students in the Department are well served by a teaching-oriented faculty. Even though the options are too numerous in their present configuration, the option plan is innovative and was originally designed to serve the students better than they were being served before. The intention was to improve the undergraduate students' academic experience.

Teaching assistants are very important to the undergraduate teaching function of the Department of Communication. They do much of the upper-division undergraduate instruction as well as teach lower division courses. Evidence available indicates that departmental TAs do a solid job of instruction, even though they are not always fully trained before entering the classroom. This situation has improved during 1993.

Ph.D.-level TA stipends are considerably below those offered by comparable programs in other states, some by as much as $2,000 per year. Yet, teaching assistants believe that a more serious problem is the University's inability to make a continuing financial commitment to them. TAs in the Department are commonly appointed on a semester-to-semester basis rather than for the full academic year. Understandably, this causes considerable anxiety among teaching assistants and it further limits the Department's ability to attract the top quality graduate students they seek and deserve. Guaranteeing funding for a full academic year would also make it possible to plan course assignments well before the beginning of classes.

Within the past few years the Department has done an admirable job of attracting African-American students to the program. The percentage of African-American students in the Department of Communication is slightly higher than at FSU in general. The addition of African-American faculty members to serve as role models will help increase further the percentage of African-American students.

For the most part, students believe that TAs and faculty are genuinely interested in them and their education. Communication faculty members are available to talk with students before and after classes. However, the predisposition of faculty to be available outside of established office hours seems to be uneven. Some faculty are especially involved with students while others restrict their student contacts to office hours and around class time. The result is that the more "user-friendly" faculty do a large amount of advising at both the graduate and undergraduate levels.

III. Faculty

Most of the tenured and tenure-accruing lines in the Department are occupied by white males. Three women and one African American male represent the extent of diversity among the faculty. Both the central administration and departmental faculty know that they must strive for diversity when new hiring decisions are made. Change in this situation is possible in the near future. A new female assistant professor will join the faculty in January, 1994 and potential faculty retirements within the next five years will create new hiring opportunities.

The new department chair, appointed in September, 1992, has made a number of positive changes. He provides strong administrative and intellectual leadership and has been able to work with faculty to build a cooperative spirit that has not been present for several years. Faculty morale has increased since the new chair was elected, in part because they now feel more included in the departmental decision-making process.

Graduate and undergraduate students say that the quality of teaching from faculty is generally high.

As a whole, research productivity of the faculty is modest at best, especially if one considers the relatively low teaching loads. Even though within the past three or four years faculty members have become more active in professional organizations (increased paper submissions and acceptances), examination of faculty publications for the past five years indicates that there are both junior and senior faculty members who do little or no research and publication. Additionally, many of the articles appear in publications that would not be considered major communication and communication-related refereed academic journals. This situation has some potentially serious implications for the graduate program. With only a few productive senior faculty members qualified or willing to direct doctoral dissertations, the burden is disproportionately shared.

Salary compression is a serious problem and will remain so until funds are available to reward productive faculty. The inadequate compensation for Department faculty results in two developments that have a negative effect on research productivity and outside-of-class contact with students. First, some faculty have become consultants to increase their income. Second, some faculty teach courses for additional pay during the summer or during regular semesters at the Panama City FSU campus.

IV. Facilities and Resources

The Diffenbaugh building provides a first-rate location for the Department of Communication. The most serious problem with space has been the encroachment of the School of Film, which was given, at the expense of the Department, production, office, and instructional laboratory space in Diffenbaugh while new film facilities are built. The School of Film is scheduled to move into a new facility at the stadium no later than summer, 1994. This move should allow the Department of Communication to retrieve space that it had lost to film, although the Modern Languages Department, also housed in Diffenbaugh, may compete for some of the space. The Department of Communication needs that space for faculty and TA offices.

Two additional space-related needs exist, however, for classrooms and instructional computing laboratories. Two large (140 capacity) classrooms are in need of repair and updating, and there is a need for a larger classroom which could hold about 250 students. The Department has discussed the possibility of adding large lecture section introductory classes for pre-majors, but Florida State University has a dearth of classrooms that will seat 150 plus students. When film leaves the building the institution should consider remodeling the one large lecture classroom in Diffenbaugh that will accommodate large classes.

Aside from the obvious need for up-to-date equipment for instruction in production-oriented classes, the Department needs more computing hardware and software for instructional use.

There should be more computers for classes such as advertising and public relations. Communication education in the mid-1990s is increasingly influenced by computer use in the classroom.

Perhaps the most important addition to universities since the mid-1980s is the Internet network for faculty and student use. FSU's Department of Communication lags in this respect. The University should give priority to hardwiring communication faculty offices so that they can communicate among themselves, with colleagues at other institutions, and with students.

Library holdings to support the academic programs of the Department seem adequate when one considers lingering problems with library financing. The Department has a small library in the building that helps supplement library holdings.

Office expense funds are inadequate, but the Department has managed to cope by using funds left over from unfilled faculty lines and from other sources. The Department needs more full-time secretarial help to replace TAs that are now used to do office work.

V. Responses to Previous Program Review Recommendations

1. Reorganize curricula and requirements for Communication degrees to provide flexibility in teaching assignments and greater time for research.

This has been accomplished to a minor extent. Although the number of options has been reduced from 11 to 9, more needs to be done.

2. Encourage development of theoretically oriented research that involves graduate students and groups of faculty.

Some graduate students are conducting research with faculty, but there are insufficient faculty members doing research to accommodate all graduate students.

3. Analyze equipment and space needs through a) improved relationship with multi-media labs, 2) more access to resources of WFSU-TV and WFSU-FM, and/or 3) provision of adequate facilities within the Department. Consider placing stations and labs under the control of an academic officer of the University.

Having decided to stay in the production instruction business, departmental contacts with local media, government agencies, and public relations and advertising firms seem to have improved and resulted in solid internship possibilities.

4. Hire a major scholar in communication policy and new communication technologies.

This has not been done, apparently because the funds allocated by FSU were insufficient to attract a faculty member with a strong national reputation.

5. Provide additional non-faculty help in advising students.

This was done for a few years, but the advisor was dismissed because staff salary lines had to be used for TAs due to instructional pressures.

6. Additional teaching assistants would enable the Department to teach more courses needed for non-majors.

There are still only a few seats available to non-majors in departmental courses.

VI. Strengths, Needs, and Recommendations

STRENGTHS

1. The faculty members are dedicated and have excellent rapport with both undergraduate and graduate students.

2. The Department is part of an educational institution that provides "native students" with a solid educational experience before they become majors.

3. The students in the program are highly motivated and represent high quality students if one uses the GPA as a primary measure.

4. A few of the faculty are nationally recognized scholars.

NEEDS AND RECOMMENDATIONS

1. Hire at least one, preferably two, senior-level (associate or full) professors who have established, or are in the process of establishing, national research and teaching reputations. One faculty member should be added immediately. The second could be delayed until the Department had a retirement or a resignation.

2. Institute variable teaching loads for faculty; those

with little research productivity perhaps should teach a 3 x 3 load per academic year. Those with below 30% research time should teach 3 x 2 loads. Faculty should be allowed to negotiate annual percentages of time for research based on prior research productivity.

3. Encourage students interested in public relations, advertising, and mass media-related fields to take advantage of the journalism minor offered at nearby Florida A & M University.

4. Initiate additional criteria in the limited enrollment plan to supplement the existing single 3.0 GPA requirement.

5. Except for satisfying unique circumstances, graduate teaching assistants (TAs) should not be permitted to teach courses at the 4000-level.

6. "Curricular options" should be dramatically reduced from the present nine (9) to between 3-5.

7. The faculty is white male dominated. Consequently, priority must be given to hiring both females and minorities as faculty vacancies become available.

8. An internship director should be designated for the Department to provide a clearinghouse for those who want to attract interns as well as those wishing to have internships.

9. More instructional computer laboratories should be provided for students in the department.

10. Graduate assistant funding should be guaranteed for at least one year at a time.

11. Hire full-time secretarial help to assist both the

chair and faculty in the department.

12. The 150 seat classroom in the Diffenbaugh Building should be renovated to provide acceptable classroom space.

13. The hiring of a new dean of the College of Communication might be delayed until upper-level administrative changes at FSU are finalized and funding is more secure for the Department of Communication.

FLORIDA A&M UNIVERSITY -- SCHOOL OF JOURNALISM, MEDIA, AND GRAPHIC ARTS - DIVISION OF JOURNALISM

Degree Programs: **B.S., M.S. Journalism**
B.S. Magazine Production

I. Program

Florida A&M University (FAMU), one of the three oldest publicly supported institutions in the State University System of Florida, has an historic mission of serving the state's African-American citizens. The majority of its student body of approximately 9,700 is undergraduate, full-time, and residential.

The FAMU Division of Journalism, located in the School of Journalism, Media, and Graphic Arts, provides quality education in professional fields where African Americans are critically underrepresented, but it does not limit its educational offerings to African American students. The Division is among the premier journalism and mass communication units in historically Black universities in the nation and has a very strong reputation among all colleges and universities that offer undergraduate studies in journalism and mass communication. FAMU's journalism curriculum was the first unit in an historically Black university or college to be accredited by the Accrediting Council for Education in Journalism and Mass Communication, and it has maintained its accreditation.

The Division's first graduate-level classes began in Fall, 1993. There are 10 students in the graduate program, which was established in response to requests for professional graduate-level journalism opportunities in the Tallahassee area. While it is too new to evaluate at this time the Division should monitor this program carefully to make sure that it remains rigorous and that it complements the strong undergraduate program.

Journalism students can major in broadcast, newspaper, or magazine journalism, or in public relations. The magazine program has been a separate degree program (magazine production) that is small and so thoroughly integrated with journalism that the separate degree should be dropped.

Curricula for all of these programs reflect the standards of ACEJMC, which means that students are required to take at least 90 semester hours worth of courses outside of their majors, 65 of which must be liberal arts and science courses. All curricula have heavy writing emphases and all are carefully monitored to assure that students have strong professional skills as well as knowledge of social, legal and ethical issues that impact on the practice of journalism and related fields.

Students from the Division can take courses at the College of Communication at nearby Florida State University (FSU) and FSU students can take courses at FAMU under an agreement approved by the Board of Regents whose charge is to eliminate duplication of programs, especially in institutions in close proximity. A benefit from the agreement, in addition to avoiding unnecessary duplication of programs, is the opportunity for students who might not otherwise do so to meet and work with students and faculty of other races and to begin to understand cultural diversity. There is uneasiness at FAMU that FSU wants to build a competitive journalism and mass communication program, regardless of the prior agreement. There are continuing problems of providing adequate information and scheduling at both universities that probably confuse and confound students, discourage them from taking the courses and deny them the cultural experience that each institution can offer. Even though the previous program reviewers noted the situation and said, "Unless the 'turf' problem is solved at the highest levels of institutional administration and/or the Board of Regents sometime soon, the problem will become exacerbated, with more intransigence on each side.", the problem persists.

II. Students

In Fall, 1992, the program had a total enrollment of 299 majors. Because of its limited access status, 34 awaited acceptance into the program. Students were required to have at least 900 on the SAT (21 EACT), a 2.5 cumulative grade point average and a 3.0 (B) average in English composition courses. (Current average SAT among Journalism students is 1003.75.)

Of the 299 journalism undergraduate students in 1992, 94.9 percent African Americans, 0.3 percent Hispanics, 3.4 percent Whites, and 1.3 percent other minorities and international; 24.4 percent were males and 75.6 percent females. By comparison, in 1988 undergraduate enrollment totaled 190 -- 94.2 percent African

Americans and approximately 5 percent Hispanics, Whites, and Oriental-Americans; 20 percent were males and 80 percent were females. In 1992, 80.6 percent of the Journalism students who graduated were females and 19.3 percent were males. By comparison, in 1988, 87.5 percent were females and 12.5 percent males.

Complementing the students' formal academic opportunities in the Division are a good range of extracurricular activities, including the *FAMUAN* (student newspaper); WAMF-FM; *Journey* magazine; "FAMU Today," a weekly television program aired on cable; *The Byline*, a Division newsletter; and *Capital Outlook*, a publication for the local community. The Division sponsors chapters of these professional organizations: Society of Professional Journalists, National Association of Black Journalists, Public Relations Student Society of America, and Women in Communication, Inc. Faculty participate in all of these activities. A significant new student service activity has been added to those more traditional activities: FAMU Journalism students are volunteering to help local Rickards High School students produce a newspaper and a television program during early morning sessions.

The students who were interviewed during the review appeared to be intelligent, highly motivated, and articulate. Employers of graduates agreed that the students represented themselves well in internships and interviews. It is impressive that in Summer, 1993, 69 journalism students interned in Florida and 14 other states, the District of Columbia, and England.

III. Faculty

There are 17 full-time journalism faculty, two part-time faculty and one person who holds a courtesy adjunct faculty position because he is supervisor of the students who participate in the professional development program that the Division operates with the Tallahassee Democrat. Of the full-time faculty, 12 are male and 5 female; 9 are African American and 8 are White; 7 are professors, 4 are associate professors, 3 are assistant professors and 3 are instructors or special assistants; 7 hold Ph.D. degrees, 8 hold M.A. degrees and 2 B.S. degrees.

Every Division faculty member has strong professional experience in addition to academic credentials, and every one is committed to maintaining the strong student counseling that has become an important tradition of the Division. Teaching and academic and professional advising are priorities, and there are no teaching assistants in the Division. Thus, while faculty members are interested in professional service and research activities, their involvement in these activities varies, in large part, because so much of their time is filled with teaching and advising. The Division has several extensive and successful internship programs that are important to students but time-consuming for faculty. In spite of heavy teaching and advising loads and modest salaries when compared with other universities, the faculty is extremely stable. Almost one-third of the faculty have been active in the Division 16-19 years.

In 1992, the Division was successful in competing for a Knight Professorship, funded by the Knight Foundation and the University. The first Knight Distinguished Professor holds two Masters' degrees and worked as a reporter and editor at the Washington Post and the Detroit Free Press. The Division shares a distinguished visiting professorship, the Garth Reeves Chair, with the Division of Graphic Arts, and in Spring, 1994 a nationally recognized leader in Public Relations will be in residence at FAMU.

The faculty members shared the view that, because of the increase in numbers of faculty over recent years, and because of increasing teaching, advising and cocurricular responsibilities in the program, the faculty should have more involvement in the Division's decision-making process.

IV. Facilities and Resources

Even though the total undergraduate enrollment has increased by more than 100 since the 1988 report, the Division's space has not increased significantly, nor has there been proportional addition of equipment for the writing and production laboratories and the Journalism Resource Center. Space is a significant problem. There is none available, for example, even for student help. The provost is aware of the space crunch and plans are underway to relieve it by providing a new facility that will respond not only to the immediate needs, but will accommodate future growth.

The School also suffers from severe equipment needs. There are no facilities in the public relations program for on-line research or desk-top publishing, one of the rapidly growing areas for employment. The broadcast journalism students work with obsolete equipment; the three broadcast systems available are incompatible. Mass communication education is becoming more and more an equipment-intensive area, and provisions must be made to enable the best instruction possible.

The School is in need of additional secretarial support. The absence even of a copy machine in the School office underscores this need.

V. Responses to Previous Program Review Recommendations

1. The program should build on its reputation and achieve even higher visibility.

The award of a million dollar Professorship to the Division by the John S. and James L. Knight Foundation, and the sharing of a visiting professor (the Garth Reeves Chair) with the Division of Graphic Arts, both give testimony to the increased reputation of the program. For all practical purposes, this recommendation has been satisfied.

2. The journalism program should become a national model for recruitment, nurturing, retention, and placement of minority students.

All indications are that the program does serve as a model for recruitment, retention and placement of minority students. Graduates of the program are recruited nation-wide for employment and for admission to graduate schools. Certainly no undergraduate program nurtures its students any better than this one.

3. The program should mount a state, regional, and national fund-raising campaign.

While the President of the University and the Dean of the School have good records of achievement in fund-raising, no organized national campaign of fund-raising has been mounted that is specifically designed to generate funds for this program.

4. The program should develop methods for taking advantage of the opportunity in Tallahassee for advancing the student's knowledge of state and local government.

While perhaps more could be done, the program has responded to this recommendation by assigning students to cover the legislature when it is in session and to cover other governmental agencies. The effort to improve the students' understanding of public affairs has been accomplished primarily through assignments in the Public Affairs reporting course.

5. If additional support staff is not forthcoming, faculty members should be provided personal computers.

Additional support staff is still desperately needed, but every faculty member does now have a personal computer.

VI. Strengths, Needs and Recommendations

STRENGTHS

1. The Journalism Division at FAMU is a nationally accredited, solid program devoted primarily to the education of African American students who want to enter professional broadcast and print journalism and public relations organizations. The Division is recognized as a premier journalism and mass communication unit in a historically Black university.

2. Students are proud of the demanding, professional standards to which they are subjected by the journalism faculty.

3. The Division faculty are highly qualified and dedicated to their students. They value the counseling-intensive tradition that the Division has established.

4. FAMU's central administration holds the Journalism Division in high regard and has placed the College on the priority list for a new facility.

5. Alumni and employers also hold the Division in high regard. They are complimentary about the curricula and the faculty's involvement with the students.

6. Faculty development is encouraged through paid sabbaticals and travel funds.

7. Students have excellent opportunities for internships in Florida and elsewhere, and recruiters from all over the country seek FAMU graduates.

8. The quality of the program enhances the Division's

RECOMMENDATIONS

1. The Journalism program at FAMU should continue to maintain its reputation as a highly respected, tightly administered writing- and counseling-intensive program, and as a model and resource for the recruitment, nurturing, retention and placement of minority students. Because of this intensive program, and because of the emerging M.A. program without additional faculty members, the program should retain its Limited Access status in its present form.

2. As faculty time, facilities and finances are available, it should sponsor seminars, symposia, and other programs to enrich the academic experience of its students.

3. The Administration should push forward with its promise to build a modern facility for the College that is large enough for the current enrollment and for future growth. The facility should include specialized teaching spaces (studios and laboratories) as well as new equipment to maximize the teaching function.

4. The Journalism Division now has a pool of alumni who are in responsible positions in the mass media and related organizations. They and the companies they represent should be part of an organized effort to raise funds for the division and publicize the strengths of the programs offered.

5. The administration should encourage and support efforts by Journalism faculty to participate actively in academic and professional programs that help other educational institutions

and industry understand and appreciate ethnic and cultural diversity.

6. The Master's program should be monitored carefully to make sure that it has the same high quality as the undergraduate program and does not interfere nor detract from the strong undergraduate program.

7. The magazine production degree program should be incorporated into the journalism degree program.

8. The University administration should provide as rapidly as possible additional secretarial support for the Division.

9. The Division should seek funding from the University administration for an annual faculty retreat to ensure shared participation in the discussion and recommendation processes that lead to Divisional decisions.

UNIVERSITY OF SOUTH FLORIDA

SCHOOL OF MASS COMMUNICATIONS

Degree Programs: **B.A., M.A. Communication**

I. Program

The School of Mass Communications at the University of South Florida is a strong, broad-based program, offering sequences in advertising, broadcasting, news-editorial, public relations and visual communication. The School also offers three M.A. degree options, a mass media studies program and a public relations program located on the Tampa campus, and a new (started in the fall of 1992) Professional Journalism Program located on the St. Petersburg campus.

The program has made great progress since its 1987-88 program review, and since it was placed, in 1989, on one-year probation by its national accrediting agency. The program was restored to full accreditation in May, 1990. The School has had a long-range strategic plan in place since Spring, 1992, and has an outcomes assessment plan as well. At least 75 percent of the School's courses are taught by full-time faculty members. Approximately 40 percent of the undergraduates are community college transfers.

The USF School of Mass Communications works effectively within the large and burgeoning metropolitan area in which it is located. It draws on the numerous mass communication organizations in the Bay Area for internships and practicum experience for students, for guest speakers and professional activities, and for valuable adjunct faculty. Also, of course, many graduates have secured professional positions in the Bay Area.

A proposed undergraduate degree program on the St. Petersburg campus is under discussion, although such an addition does not seem to be appropriate at this time. Courses would have to be taught primarily by adjunct faculty and graduate students, and the program would require a substantial investment that would be duplicative. The concern for growth on the St. Petersburg campus might better be directed to the graduate program.

The Department of Mass Communications obtained permission in October, 1991 to change its name to the School of Mass Communications, bringing the unit more into line with other programs with similar diversity and strengths. Few linkages exist between the School of Mass Communications and the Department of Communication, except for occasional graduate student crossovers.

II. Students

The School currently serves 625 undergraduate majors, primarily juniors and seniors, and 65 active graduate students. About 40 additional graduate students have programs underway, but are not currently enrolled. The undergraduate program is a limited access program. Limited access status is appropriate to control student numbers, to encourage student quality and to keep students, faculty, and facilities in a reasonable ratio.

The School's largest sequence is broadcasting, followed in descending order of size by advertising, public relations, news editorial, and visual communication. The student numbers and relative interest in sequences are consistent with national averages, and seem appropriate for the metropolitan area in which USF is located.

Undergraduate program requirements are patterned after national accreditation standards, with an appropriate balance of mass communication courses, liberal arts courses and electives. In the major, a student's program is a healthy mix of subject matter, writing, journalism skills, and capstone courses.

The School is not directly associated with the campus daily newspaper, *The Oracle,* but students have opportunities to work on that nationally ranked newspaper. Mass Communications majors comprise about two-thirds of *The Oracle* staff, on average. Advertising and Public Relations students work with Tampa Bay clients in some courses or through the firm run by students in the Public Relations Student Society of America. The University's TV and campus radio stations are independent of the University's academic mission, and hands-on experience is, therefore, limited for broadcasting students.

At the graduate level, in the mass media studies program, students take general media studies emphasizing theory and research. The public relations program stresses professional practices and applied research, and the professional journalism program in St. Petersburg emphasizes continued professional education of reporters. The public relations program for graduate students is by far the largest, which, with the heavy undergraduate load in public relations, creates student/faculty ratio problems. Public relations consists of 145 undergraduate majors and nearly 60 graduate students with only two full-time faculty members, one of whom has a Ph.D.

The School's gender balance of 63 percent female is in line with the national average. The School has a minority enrollment of 12 percent, compared to the University-wide minority enrollment of less than 7 percent, and a strong minority retention rate of about 87 percent. Several of the School's available scholarships are earmarked for minorities.

III. Faculty

The School, while still tilted toward a professional orientation, now has a more balanced faculty and a stronger theory and research agenda. The graduate program has more than doubled in number of students and has expanded options available to students. Concomitant demands have been placed on the faculty.

The faculty is about 20 percent female, below the national Ph.D. pool in communication of 38 percent. Two of the most recent hires, however, are female. The faculty is roughly 12 percent minority, consistent with the minority student enrollment and the national Ph.D. pool.

The School has a strong director, appreciated and respected by nearly all members of the faculty and highly regarded by others on campus. Students spoke highly of the faculty.

Faculty salaries are relatively low, especially at the higher ranks; a serious salary compression problem exists.

IV. Facilities and Resources

In December, 1991, the program moved from aging and inadequate quarters to very satisfactory facilities in USF's new Communication and Information Sciences Building. Each faculty member has a pleasant, computer-equipped office, and appropriate space is provided for graduate teaching assistants and adjunct faculty members.

Equipment is adequate for present needs, but must be maintained and upgraded regularly.

The School is near the University Library on the Tampa campus, which, like libraries nationwide, is severely underfunded. The University Library can, however, support an M.A. level program in mass communication. It is relatively strong in student and faculty access to on-line data bases. Budget problems are reflected in book purchases, journal holdings and staffing. Students also have access to the Nelson Poynter Library at the St. Petersburg campus.

V. Responses to Previous Program Review Recommendations

1. The University should fund the Department to reflect

its national prominence.

The University has provided new facilities and additional equipment for the School. The School seems to enjoy the support of the central administration.

2. The University should enable the students and faculty to gain access to the equipment at the campus broadcast stations, and provide more laboratory equipment for the Department.

Students still have limited access to the broadcast stations, but the University has provided new equipment since the last review.

3. Mount a fund drive among media groups in Florida.

This has not been done.

4. The internship and placement programs need to be strengthened and better coordinated.

Internship and placement programs have improved little since the last review.

5. Cultivate and strengthen connections to the Poynter Institute and to the local media.

Connections with the Poynter Institute are quite strong on the St. Petersburg campus. The outreach program, however, is generally weak. This is understandable, perhaps, in an academic climate in which public service activity carries little reward. It is unfortunate, however, because service to the Tampa Bay community would strengthen the School's position in the area and provide a base from which to raise private funds.

VI. Strengths, Needs and Recommendations

STRENGTHS

1. The USF School of Mass Communications is nationally accredited. It is respected nationally and within the Tampa Bay community.

2. The School has a supportive director who is respected in the Tampa Bay area, on the campus, and nationally.

3. The School is located in comfortable and attractive facilities, appropriate for its current student body.

4. After years of severe equipment deficiencies, the School has an adequate equipment base including video and audio equipment, photo labs, computer labs, and faculty and staff computers.

5. The School has a professional M.A. program on the St. Petersburg campus, well placed for linkages with the Poynter Institute for Media Studies.

6. The School has one endowed chair on the St. Petersburg campus, and $100,000 pledged toward an endowed professorship on the Tampa campus.

7. The School has a strong, continuing faculty commitment to teaching, with concomitant appreciation from students and alumni.

8. The School has a better than average advising system.

9. The School has strong and productive relationships with mass communication organizations in the Tampa Bay area, including the Tampa Tribune and the St. Petersburg Times.

10. The School, although young, has a strong and growing base of supportive alumni in the Tampa Bay area and beyond.

NEEDS

1. The faculty needs to be in better balance with student demands and numbers.

2. Equipment must be maintained and upgraded, and multi-media equipment is needed.

3. Severe salary compression problems exist.

4. The administrative relationship between the director and the program at St. Petersburg needs to be clarified.

5. Opportunities for students for hands-on, real-life experiences should be strengthened, particularly for Telecommunications students.

6. Resources beyond University budgets are necessary.

RECOMMENDATIONS

1. Funding for the School should support its growing prominence in the area, statewide and nationally.

2. The central administration should recognize the School's need for an appropriate balance among the faculty of professional experience, academic credentials, teaching excellence, and a commitment to extend knowledge beyond the campus. Tenure and promotion guidelines should reward professional activity as well as scholarly activity.

3. Student needs and numbers must be paramount in the

School's next hire(s). The public relations sequence, in particular, is seriously understaffed.

4. The central administration should encourage changes at the campus broadcast stations to allow hands-on experience for students. Also, perhaps the School's telecommunication equipment could be used to allow some real-life experience for students.

5. Multi-media equipment is needed, and telecommunications equipment and computers should be upgraded.

6. Instead of adding an undergraduate mass communication program at the St. Petersburg campus, expansion, if any, at the St. Petersburg campus should be at the graduate level.

7. The School needs to decide whether to continue its current sequence organization, including the visual communication sequence.

8. Placement programs should be strengthened and better coordinated.

9. External fund-raising efforts should be a top priority for the School.

10. Albeit a young program, the School now has a large enough and strong enough alumni base to warrant an active alumni organization.

11. Resources (and University reward systems) permitting, the School should expand its outreach/public service activity in the Tampa Bay area.

UNIVERSITY OF SOUTH FLORIDA - DEPARTMENT OF COMMUNICATION

Degree Programs: **B.A., M.A., Ph.D. Speech,**
Debate, and Communication

I. Program

The Department of Communication at the University of South Florida offers the B.A., M.A., and Ph.D. degrees. It is dedicated to educating undergraduate and graduate students in the humanistic, scientific, and aesthetic dimensions of human communication. The curriculum is basically theoretical, aimed at teaching students to be critical thinkers in their personal, social and professional lives. Since the last program review, the faculty has revised the curriculum in a variety of ways. To tighten the requirements for the undergraduate major, the Department rearranged many of the 3000 and 4000 level courses, providing for prerequisites. The Department is now working on sequencing of courses. However, clear tracks now exist for each of the three majors in the Department: communication studies (the social scientific study of communication), rhetorical studies (critical and historical study of communication), and performance studies (the textual analysis and performance of literature).

Realizing that students passed through the departmental curriculum rather rapidly, students are now prohibited from enrolling in more than four departmental courses in the same semester. The Department has also implemented a "first try C rule" that requires a communication major to earn a grade of "C" or higher in each core course the first time it is taken. This rule has the advantage of ensuring a higher achieving student than was the case in the past.

Already having a highly respected M.A. program at the time of the last program review, the Department has implemented a Ph.D. program with the first students enrolling in the fall of 1990. By fall 1993 the program had 25 Ph.D. students. Within a period of three years, the Ph.D. program was competing with established Ph.D. programs in the Midwest and Southwest for outstanding students.

II. Students

In 1992-93 the Department enrolled 441 undergraduate students, 14 M.A. students, and 18 Ph.D. students. Of the undergraduate students, 50 (11.4%) were minority and 256 (58%) were female. There were 3 minority students of the 14 M.A. students and 1 minority among the 18 Ph.D. students. It is clear that the Department needs to be more vigorous in attracting minority students at all levels.

The Department has adopted a central advising system for undergraduate majors. A graduate student, under the supervision of the Director of Undergraduate Studies, provides routine academic advising about Department, College and University requirements, certifies graduation requirements, and evaluates transfer credit. This centralized system provides continuity and better academic advising for undergraduate students and has the advantage of allowing more time for faculty members to advise at the graduate level and to do research.

III. Faculty

Since the last program review in 1987, the Department has obtained three new faculty lines. Two of these lines were added specifically for the Ph.D. program. The net gain, however, is only two FTE lines because one senior faculty member has a twelve-month administrative assignment that takes her out of the Department for teaching purposes. Two additional senior faculty members are on half-time assignment to other units of the University. Consequently, the Department still suffers from the need for faculty to teach the multiple-section undergraduate course, and teach graduate courses while supervising quality graduate research.

The Department has gained a modest amount of faculty time by deleting the forensics course from the curriculum. Prior to the deletion of the forensics course, a faculty member taught the course and, additionally, a portion of a faculty member's FTE was assigned to permit service as the State Coordinator of the Florida Forensics Program for secondary schools. In 1991, the Florida Forensics Program was moved to the University of Miami.

IV. Facilities and Resources

In 1991, the Department moved into a new building shared with the School of Mass Communication and with Information Sciences. Many of the space and equipment needs were met at the time of the move. Faculty and staff members have individual offices and student assistants share offices. Three specialized laboratories and a facility for survey research provide the Department with excellent space and equipment (audio, video and computing) with which to teach and conduct research.

As is the case in all state institutions, funds for maintaining and upgrading equipment are scarce. Everything possible should be done, however, to provide the funds necessary to maintain these wonderful facilities at their present state of excellence.

V. Response to Previous Program Review Recommendations

1. Review responsibilities of faculty to reduce tasks in favor of increased scholarship. Reconsider the role of forensics.

The department has acted vigorously to accomplish this recommendation.

2. Design requirements for the major to include sequencing of courses and appropriate prerequisites. Some of the required courses probably should be made more difficult.

The Department has established prerequisites for courses in the major and has taken steps to make the required courses more rigorous. It is still working on sequencing.

3. Increase size of faculty.

The University has provided three additional faculty lines in the Department.

4. Address space needs, such as seminar/meeting room, dedicated research room and office space.

This recommendation was accomplished upon the move to a new building.

5. Equipment needs (microcomputers, letter quality printer, portable VCR) should be met.

Equipment resources have been improved significantly concurrent with the move to the new building. In addition to instructional and research equipment, the department now has a FAX machine and a photocopier.

6. Placing a portion of graduate assistant and adjunct stipends on a recurring line item will facilitate planning and improve quality of undergraduate instruction.

The merger of the College of Arts and Letters with the College of Social and Behavioral Sciences and the College of Natural Sciences to form the College of Arts and Sciences has provided for greater stability in the operating budgets in the departments within the new college.

VI. Strengths, Needs and Recommendations

STRENGTHS

1. The Department has a highly qualified and academically diverse faculty. The percentage of full-time faculty members with Ph.D. degrees is impressive.

2. The graduate program has acquired national recognition.

Graduate students are recruited into both the M.A. and Ph.D. programs largely from universities other than USF. The Ph.D. program recruits strongly against major midwest and southwest institutions.

3. At both the undergraduate and graduate levels, faculty members work closely with students. Office hours extend well beyond those publicized. Graduate students are aggressively encouraged to prepare research papers for presentation at professional conventions and to publish in research journals.

4. The faculty is involved actively in examining the curriculum and procedures in the Department with the objective of continuous update and improvement.

5. The facilities and equipment necessary to teach quality courses are currently in place.

NEEDS AND RECOMMENDATIONS

1. With the rapid growth of the graduate program and the large undergraduate major enrollment, the Department needs additional faculty, especially to replace those members who are on the budget but who serve full or part-time in administrative capacities. At least two additional members are needed if the Department is to maintain its strong undergraduate program while building a nationally competitive graduate program.

2. The Department must work aggressively to diversify the faculty by attracting minority faculty members. This should be a top priority qualification for any new or replacement faculty searches.

3. Funds must be provided to maintain the Department's equipment at its present level of service, to purchase soft-ware needed for improved instruction, and for replacement when that becomes necessary.

4. The Department should continue its attempts to establish a sequencing of courses.

5. The Department must monitor closely its ability to enlarge the graduate program without trading off quantity for quality.

FLORIDA ATLANTIC UNIVERSITY -- THE COMMUNICATION DEPARTMENT

Degree Programs: B.A., M.A., Communication

I. Program

The FAU Communication Department's strong liberal arts orientation is unique in the System. This humanistic approach, emphasizing critical thinking as part of the centrality of communication to human endeavors, provides the program with a distinctive mission. That mission is to prepare or educate people who think about communication at a time of rapid evolutionary change in the communication fields. If combined with internship programs and/or workshops (which do not now exist), this theoretical program fits the vanguard of communication studies.

The Department's newly adopted curriculum groups course offerings by function. Two introductory courses are required for all majors. The students may then choose specified numbers of courses from each of the following groups: theoretical, analytic, critical, and production or performance. This curriculum gives the students a strong theoretical and critical base along with a small amount of practical experience.

Although this is a sound program supported by the students generally, several students reported that the promotional material described the program as offering more production oriented courses. It may be that the newness of the program has not permitted sufficient time to modify the promotional materials.

This problem is particularly acute for AA transfer students. This and other problems should be addressed in establishing a better articulation agreement with the community colleges, particularly since a large majority of the majors are transfer students from community colleges. Among the problems to be addressed is the current 6 hour limit on transfer credits in the major and the current practice of allowing individual faculty members to decide on transfer course equivalencies. An articulation agreement could establish a more formal method of equivalencies that could eliminate the current ad hoc system.

There seems to be a minimum of departmental outreach to the community. This greatly limits opportunities for establishing relationships that could lead to internship possibilities for students as well as opportunities to locate alumni who could be helpful in a variety of ways, including fund raising. Because there are a number of alumni in the area, it might be wise for the Department to consider establishing an advisory board or council comprised of alumni and leaders in the communication-related organizations in the city.

Another form of outreach exists on campus in the form of cross-listing of courses, team teaching, providing liberal arts courses for other departments and even working to establish interdisciplinary minors. Although some such projects are underway, additional opportunities for such cooperation across campus should be explored. With the Department's rhetorical base, many such possibilities exist. The College will soon initiate a Ph.D. degree in Comparative Studies. Members of the Department should be involved in that program. One who might be involved, for example is a department faculty member who has a single-authored book on broadcasting in Latin America. The Department may also want to develop intercultural communication courses for both the major and as a way to serve the University. Given the comparative cultures goal of the College and the intention of the present dean to develop an international perspective, the Department could make a major contribution to the College by offering a course or courses in intercultural communication. The faculty certainly has the competence to do so. Such an offering could contribute as well to the Ethnic Studies program in the College.

II. Students

The Department in 1992 had 383 undergraduate (an increase of 62 percent since 1988) and 22 graduate students (an increase of almost 300 percent since 1988). Women represent 65 percent of the total student body and 15.6 percent of the undergraduates are minorities. The gender and minority ratios are about the same as those found in similar programs nationwide.

Most of the majors are at FAU because of its location near their work and/or family. Although the students are satisfied that they can get the courses they need, they have the same problems inherent in any commuter university--adjusting to traffic patterns to arrive on campus on time, adjusting work schedules each semester for their specific class times, getting back to campus for group work, having time to use the library.

At FAU, as at most universities, communication is a popular major among undergraduate students. The graduation rate follows similar patterns at other schools.

A major problem for students in the department is the lack of student communication activities and internships. It would be significantly useful academically if bridges could be built between the Department and Student Activities in order to develop a student newspaper, or even a lab newspaper. The student paper on most large campuses is the most read publication by students, faculty and staff. This "message center" plays an important role in creating a campus-wide esprit de corps. A student radio station, another message center, provides the same advantages for students. Most important, however, are the professional benefits newspapers and radio stations afford students. Students can develop portfolios or tapes of their activities to show to potential employers.

A third professional development activity for students is in the area of video production. Many universities now use this medium extensively. Rather than turn production jobs over to an external contractor for videos to help with orientation, recruiting, alumni, promotional needs, etc., the University should establish its own video center with links to the

Department. Perhaps this student center could be funded through student fees, or it might be housed in one of the satellite campuses. The center would provide valuable experience for students and could be staffed by an adjunct faculty member and two or three graduate students. Also, the project might be a collaborative effort with the Learning Resources area.

A campus chapter of Lambda Pi Eta, a national student honorary society in communication has been initiated recently. This student group can be the source of improved contact between the Department and the students, an important need on a commuter campus. The student group can provide: a) student representation where appropriate, b) meetings that increase contacts between students and faculty, c) an outlet for students to submit outstanding papers to state, regional and national competitions, and d) a student newspaper for the department.

A survey of students conducted recently in the Department by students reveals a desire among students for "hands on experience" and more extracurricular activities, such as a debate/forensics team. Student preferences in the survey seem to indicate that both on-campus programs and competitive programs were desired.

While the Department is to be commended for starting the honorary society, the lack of these other basic activities--a newspaper, radio station, video production operation, forensic team--deprives students of enriching academic experiences.

III. Faculty

The current faculty is comprised of 3 Assistant Professors, 3 Associates and 3 Professors, along with 14 part time instructors and adjunct personnel. The Department added 4 new full-time faculty members this year, all women, and included 2 minority appointments. The new professors have impressive credentials and have the potential for contributing significantly to the teaching and research missions of the Department. They have been given reduced teaching loads during their first year of appointment to permit them time to advance their research efforts.

Several of the faculty members are active in positions within the University and the College that require released time from teaching. For example, one is given released time for Union responsibilities, one for directing the Honors Program, one for directing the Writing Center, one for directing the TAs, and one for chairing the Department. Even though all of these activities are commendable and reflects well on the Department to have leaders of this quality, it sharply reduces the student contact hours of these tenured or tenure-earning faculty members and limit their possibilities of becoming active in outside student activities such as debate.

The Department is able to support its new and older faculty members with travel funds and computers. However, the Department did not provide minimal basic support to prevent (1) newly-hired faculty members not receiving by December computers they had been promised upon accepting their appointments; (2) one new faculty member opening a personal account at Kinko's to pay for copying course materials; and (3) another faculty member paying a considerable amount of money to have class examinations copied. The scarcity of funds within the Department for these basic supplies may lie in the funding policy for the Department. The Department receives support at the rate of $64 per credit hour, whereas the University average is $112. Perhaps a reallocation of funds within the College could help alleviate the financial stress on the young professors. The Department and the University would be ill-served if these new, highly qualified faculty members were lost through inattentiveness.

The faculty members expressed an interest in becoming more involved with interdisciplinary efforts in such areas as Political Science, Anthropology, and Sociology. They also support the development of some skills courses as long as they do not become the Department's central focus. The faculty is most anxious to build the graduate program for a variety of reasons. Perhaps the central reason is having the opportunity to work with students interested in research.

IV. Facilities and Resources

Although currently pressed for space, a remodeling of a building to house the Department should provide improved office space for faculty and teaching assistants. The availability of computers for students and faculty represent the most pressing equipment challenge for the Department. The remodeled facility should include a dedicated computer lab for special courses, especially the writing courses. A dedicated lab would also make it possible to teach some journalism writing and would make it possible for the Department to develop some competency requirements such as word processing skills, use of spreadsheets for analyzing data, and use of computer maps for marketing purposes.

The library book collection related to communication is not strong, especially for a graduate program. The library loan program among SUS institutions is excellent, but it does not replace the existence of a good basic collection in the library. The Department is fortunate to have a liaison in the library who knows and understands the department's needs.

V. Responses to Previous Program Review Recommendations

1. Decide what the focus of the undergraduate and graduate programs should be.

The department developed a focus for the undergraduate program but a focus for the graduate program is yet to be determined. Attempts to do so have been made, but without decision.

2. Once focus is defined, a) develop coherent curriculum, b) printed materials for prospective students should explain program clearly, c) mount campaign to explain program to future employers and include community leaders in communications

industry on an advisory committee, d) improve community college articulation among communication faculty.

A coherent curriculum has been developed for the undergraduate program, but printed materials have not been prepared and no campaign has been planned for explaining the program to the community. Community college articulation has not been realized.

3. Plan courses at least two years in advance to assist student and faculty planning. College or University should make fiscal commitments as far ahead as possible to facilitate this planning.

This has not been accomplished. However, without a strong commitment of FTE each semester from the Dean's office, such planning may be counter-productive. The Department is extremely dependent on part-time faculty to meet its course obligations. Consequently, the Department may plan to teach a course four semesters ahead, but having the right part-time faculty member available at that time may not be possible. Actually, the students interviewed indicated a variety of starting, stopping and pausing places in their academic careers so that planning courses four semesters ahead is not one of their priorities. Until the University has a clear plan of the role, support and operational relationships of the satellite campuses, planning of this nature is difficult and perhaps fruitless.

4. Syllabi for all courses should be available to all faculty and students to minimize duplication of course content.

The Department now has on file a collection of syllabi. Some duplication of course content still exists, but it is minimal.

5. Replace some adjuncts with graduate teaching assistants or instructors, increase graduate assistant stipends to competitive level.

Four graduate teaching assistants now teach the public speaking course. Extending teaching responsibilities to holders of B.A. degrees should not be done unless the graduate student has special qualifications. Some improvement has bee made in adjusting TA stipends, but more needs to be done.

6. Stimulate and nurture scholarly activities of faculty.

The Department has made gains in responding to this recommendation. It has started a departmental seminar series that seems to be a success, and faculty members have had extensive discussions of the cultural studies emphasis of the departmental offerings. An increased number of research papers were read at both state and national conventions last year.

7. Involve faculty in planned renovation of facilities.

This has been accomplished.

8. University administrators need to explore with faculty means to fund library materials, microcomputers, and video-editing facilities.

The absence of progress in responding to this recommendation means that the problem still exists. The long delay in completing the Learning Resources Center further exacerbated the need.

9. Faculty should be more involved in governance of Department.

The new chair three years ago rectified this problem. The faculty is much involved in departmental governance.

10. Bring faculty salaries to competitive level.

Improvement has been made with new faculty hires. Salary compression still exists.

VI. STRENGTHS, NEEDS AND RECOMMENDATIONS

STRENGTHS

1. This is a well focused program with a clear mission. The curriculum is coherent and supports the mission.
2. Excellent new members of the faculty give promise of scholarly recognition for themselves and for the program.
3. The faculty members are interested in developing cooperative relationships with other disciplines on campus by establishing cross-listed courses and by team teaching.
4. The faculty has excellent gender and racial balance.

NEEDS AND RECOMMENDATIONS

1. Develop promotional materials for students and external audiences explaining the program. The information in the University catalog, in particular, needs to be revised in such a manner that prospective students realize the focus of the program is theoretical.

2. Change the Classification of Instructional Programs (CIP) code of the program from the current designation in mass communication to the CIP code for rhetorical speech and communication. This would more accurately represent the focus of the program.

3. Develop a strong internship program with faculty direction.

4. Consider changing the current community college major course transfer limit to permit more than six hours to be transferred.

5. Establish articulation meetings with the community colleges in the area.

6. Establish a community based advisory board.

7. Consider establishing more cross-listed courses with other departments.

8. Develop a series of interdisciplinary minors.

9. Develop intercultural communication courses. To this end, if new faculty are hired, consider making a hire in organizational communication and intercultural communication as a first priority.

10. Investigate the possibilities of developing departmental ties to active communication co-curricular and extra-curricular activities: a newspaper, a radio station, a video center, debate and/or forensics teams, etc.

11. Encourage the student honorary society Lambda Pi Eta to undertake department service projects such as department

newsletter, faculty awards, and informal faculty/ student contacts.

12. Develop a dedicated department computer laboratory.

13. Develop a peer review system for teaching evaluations and support faculty review of teaching syllabi.

14. Develop a priority book list for the library, and seek ways to obtain additions to the video and professional journal collections.

15. Develop contacts with the alumni of the program; it will be valuable to know where the graduates find employment, and seek assistance of alumni in various ways to support the program.

UNIVERSITY OF WEST FLORIDA-- DEPARTMENT OF COMMUNICATION ARTS

Degree Programs: **B.A., M.A. Communication**

I. Program

The Department of Communication Arts at the University of West Florida has improved dramatically since the last program review in 1986-1987. Several new faculty positions have been filled, the Department now occupies a renovated building, new equipment has been ordered, the faculty is productive in scholarship, and an internship program has been established during the last year. Students have fared well in district and national competitions, and documentaries developed and produced by the Department have aired on PBS. Many of the positive developments are the result of strong, aggressive departmental leadership.

The Department, situated in the College of Arts and Sciences, provides a relatively comprehensive program with emphases in journalism, public relations, advertising, radio-television-film, and communication studies. Last year the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) recommended re-accreditation for the Department.

The Department is readily acknowledged to be one of the premier academic units on the campus. Housed in a university that is relatively isolated geographically, not only in terms of the state but also in terms of the community and region, this department serves an important function for the whole university by gaining positive recognition for its quality in the local area, region, state, and even nation.

Enrollment in the Department rose steadily over the last five years; consequently, it was approved for limited enrollment status. A student must have a 2.7 grade point average GPA for admission into the program. The enrollment has stabilized, but the limited access status should be monitored carefully.

The graduate program has become stronger with the addition of new faculty and a greater number of faculty members holding the Ph.D. degree. The recent M.A. curriculum revision has toughened the requirements and provided more theory and methods courses.

Generally, the depth, breadth and currency of the program is good. However, some students and former students expressed a need for corporate video courses, required courses in editing and more rigorous instruction in reporting. They also urged that more emphasis be given to printing processes related to public relations.

II. Students

During the fall of 1993, 1,012 students were enrolled in communication arts classes. Undergraduate majors in communication arts numbered 164, while 42 students are pursuing M.A. degrees in the major. A total of 27 minority students enrolled in the University. To attract more minority students, it might be useful to consider using the 10% exception provision to admit students under alternate criteria, lowering the 2.7 GPA requirement and using additional criteria for admission. Some other means of increasing the number of majors slightly will be useful to the Department and the University. The current requirement seems quite stiff compared to other programs on the campus. Employers of graduates spoke well of the quality of interns and employees they receive from the program. Students in the program were characterized as persons who knew how to market themselves and were outstanding at thinking creatively.

III. Faculty

The faculty in the Department is generally productive in teaching assignments, service and scholarship. The Department is fortunate to have a group of young, energetic members of the faculty to ensure continuing excellence in the future, assuming that the University can retain them.

There is morale problem among the faculty arising from the feeling that, in general, the faculty members at the institution are not given support commensurate with their responsibilities and what the University expects of them. One example is the requirement that professors obtain written approval from the Provost and from the Vice President for Business Affairs one week in advance to have offices and laboratories air-conditioned on the weekend in order to do research. They are expected on some levels to conduct their professorial responsibilities within an eight- hour work day. Obviously, that is not consistent with an environment conducive to academic excellence.

Other causes exist for the sense on the part of the faculty that they are lightly valued. For example, faculty members are required to pay full price for the university's theater productions while students have free admission, and military personnel and seniors have discounts. Journalism faculty members even have to pay to attend the journalism conferences they help plan, which are held at the University. The administration should examine these policies.

Although the faculty in the Department has excellent gender balance, there is no tenured or tenure-accruing minority faculty member. The Department has, however, hired a minority full-time instructor. It should be more aggressive in attempting to attract minorities to the faculty.

As it is in other institutions, salary compression is evident in this department, and the salaries of two faculty members are significantly lower than those of others at the same rank and years of experience.

One of the strengths of the Department is its leadership. As the faculty has grown in number, however, and as a large number of younger faculty have joined the Department, more sharing of departmental decision-making would be welcomed. This might be accomplished through more regularly scheduled faculty meetings and an annual retreat. The retreat held in 1992 was applauded by the faculty.

IV. Facilities and Resources

Space for the programs in the Department has improved considerably since the last review, and equipment needs have been reduced. However, some major problems still exist. For example, the television studio has not been completed and equipment has not been installed. Use of the studio in its present condition is physically dangerous. Because the computer lab is inoperable, journalism students in reporting classes are forced to submit stories with longhand copy. This is an unacceptable situation. A new computer is also necessary for advertising and public relations classes.

The practice of turning off the air conditioning on weekends can cause significant damage to the equipment. This damage may be costing the University more than if the air conditioning were left running.

Library purchases have been cut dramatically in recent years, but the administration and faculty seem to be finding creative ways to deal with the problem. Eventually, library resources will require significant investment if the Department and the University are to thrive.

V. Responses to Previous Program Review Recommendations

1. Provide reasonable stipends for adjuncts and assistants.

Some improvement has been made, but the stipends are still low.

2. Review public relations curriculum to insure students' exposure to print and non-mediated communication broadcasting media, and additional courses.

The public relations curriculum has been revised to accomplish this recommendation.

3. Reduce heavy time burden on junior faculty trying to complete their Ph.D's.

This has been accomplished. Junior members of the faculty seem to have no excess burden.

4. Improve cooperation with the Instructional Media Center and improve studios of the Center for Instruction in TV production.

This has not happened. The Department has its own TV studio, but it is not yet fully operational.

5. Involve other academic units in Latin American activities.

There is a cooperative with Political Science.

6. Consider need for oral communication skills for all undergraduate students.

The Department believes there is a need, but that it is not the Department's prerogative to meet the need. Two of the Department's speech courses are now taken by a large number of University students.

7. The University needs an equitable policy on the

replacement of faculty assigned to other tasks or on sabbaticals.

This also is not the Department's prerogative. No action has been taken on this recommendation by the University.

8. Analyze number of majors faculty can handle and determine how to limit majors to that number.

This has been accomplished through the process of achieving limited access status.

9. In hiring, consider someone qualified to teach graduate courses under the agreement between FSU and UWF.

This was not accomplished because in recent years there has been less cooperation generally between FSU and UWF.

VI. Strengths, Needs and Recommendations

STRENGTHS

1. The Department is led by a strong chair. Faculty members credit his vision and management skills with bringing about major improvements in the program since the last review.

2. The Department has been able to supplement regular state appropriations with grants and other special funding efforts within the state.

3. Despite significant funding cuts in higher education in Florida, the university administration has enabled the program to grow and develop significantly since the last review.

4. The curriculum has been revised extensively since the last program review in 1986. Among other improvements have been the addition of two core courses, Communication Ethics and

Principles of Mass Communication, for students in each of the emphases. The chair is to be commended for his vision in integrating instruction in mass communication and communication studies within one department.

5. Interviews with students, alumni and employees indicate that instruction in the classrooms and in the laboratories is good to outstanding. Students are provided with current information on the media and encouraged to think creatively.

6. Advising generally receives praise from students.

7. The Department's faculty is productive. The faculty has set an impressive scholarly agenda that fits well into the mission of the University and the Department.

8. The internship program has been formalized and is coordinated in an extremely efficient manner.

9. The number of women on the faculty is impressive. Several are strong leaders and vital contributors to the day-to-day activities of the Department.

NEEDS AND RECOMMENDATIONS

1. As the Department has grown in numbers of faculty and students, its procedures have been evolving to accommodate the resulting challenges. Keeping faculty members informed of all the facets of the Department's activities is now more important than ever before. The chair understands that his function as chair is evolving. It is necessary to involve the faculty more intimately in the decision-making processes with a greater number

of regularly scheduled faculty meetings and the establishment of a meaningful committee system.

2. Despite the well integrated curriculum, media convergence requires more curricular revision. The faculty members are aware of this need and are thinking creatively of ways to enhance the program.

3. Equipment needs are virtually desperate in some areas. Equipment in the Instructional Media Center is out of date and not functioning in a reliable manner. This reduces the value of the facility for the Communication Arts. Funds need to be set aside on an annual basis to purchase equipment so that the TV studio and the computer labs can become and remain functional.

4. A new Macintosh computer lab needs to be purchased before the current academic year has ended.

5. Salary adjustments should be considered for at least two faculty members in the Department whose salaries are well below comparable salaries in the Department.

6. Attempts should be made to increase the proportion of minority students and faculty in the Department.

7. The limited access status of the Department should be maintained, but the requirements should be examined. The GPA requirement might be reduced and additional criteria be considered.

8. The Communication Arts Department at the University of West Florida is excellent. That quality needs to be protected by the administration. Small expenditures would assist greatly in

lifting faculty morale. The administration might consider several actions that are common at other universities, such as a faculty club or space for faculty to gather, faculty discounts at the bookstore and other university events, and relieving the faculty members from having to request so formally that their offices and labs be available to them on weekends.

UNIVERSITY OF CENTRAL FLORIDA -- SCHOOL OF COMMUNICATION

Degree Programs: **B.A., M.A. Organizational Communication**

B.A. Journalism

B.A. Radio and TV

B.A. Interpersonal Communication

I. Program

The School of Communication at UCF is located in the Orlando area, one of the most exciting, media-intensive markets in the United States. It is an ideal place to develop a young communication program. Opportunities for graduate placement, and for alliances with industry abound in conventional and database publishing, telecommunication, cable, television, radio, film and other entertainment media, advertising, public relations, video, photography, and other communication-related industries. The School is one of the largest units in the College of Arts and Sciences. It produces about 10 percent of the University's total number of courses and houses seven percent of UCF's majors (15 percent if "communication pending" students are included).

Although called a school and headed by a director, the School functions as though it were a department, and the Acting Director reports to the Dean of Arts and Sciences. The school designation, a recommendation of the 1987 SUS review, gives the unit some added prestige, which should be useful in establishing important relationships with external constituencies.

The School is organized as a comprehensive communication unit with programs in news/editorial journalism, advertising & public relations, radio and television, film (although the relationship of the film program to the School is in transition), and interpersonal and organizational communication. It has a small theory and research oriented master's program. The UCF communication curricula in all of these programs are appropriate, and, generally they follow dominant patterns of communication programs nationally.

Because of high student demand and the need to maintain reasonable quality within existing resources, the School has been granted limited access status. To become a major, officially, UCF students must have a 2.8 grade point average in pre-major courses. A majority of the nation's mass communication programs have adopted measures to limit enrollment because demand has outstripped resource capacity. Even with limited access, the number of students in the program is so great that many were unable to enroll in courses in a timely manner. The unit administration has made some improvements in this regard through early-warning advising. Getting courses in proper sequence is essential to a coherent curriculum, something the faculty and staff seemed especially sensitive to and were working very hard to achieve.

The 120 credit hours required for a degree is more or less standard for bachelor's degrees in communication. However, the percentage of hours in the major is still higher at UCF than for programs accredited by the Accrediting Council on Education in

Journalism and Mass Communications, which requires 90 semester hours outside the Mass Communication area. While the unit is not now contemplating ACEJMC accreditation, the standards used by ACEJMC are generally accepted for mass communication programs and related professional organizations, and many non-accredited schools follow the ACEJMC curriculum standard.

II. Students

With about 500 majors and 550 "pending," the School is at the upper limit of the number of students it can handle from the standpoint of course offerings and academic and career advising. Even with this high number of majors, the School has a high level of degree productivity. An imbalance exists, however, in productivity among program areas. For example, only 19 Organizational Communication students graduated in 1992, but 114 Radio/TV students graduated.

The School has most of the usual student clubs and groups associated with the various majors, but quite a few are marginally active, and several local clubs could become local chapters of national counterparts. These co-curricular functions could produce benefits that include national recognition for the programs from which they spring.

Advising for the majors seemed quite good and thoughtful, but advising for the large number of "pending" majors poses a substantial problem. Many in this group continued to take communication courses in pursuit of a degree without proper clearance to do so. This situation needs to be resolved to ensure the integrity of limited access status.

While there has been recent improvement in the racial diversity of Communication majors, the percentage of minorities is markedly below comparable percentages in the population of the primary service area.

III. Faculty

The faculty is appropriate in academic training and professional achievement for the requirements and emphases of the School. They serve many on-campus and a few off-campus constituencies very well. They conscientiously teach and advise a great many students, and several members of the faculty have won teaching awards. They are available for out-of-class help and students give the faculty high ratings. Graduates of the program seem to value the education they received at UCF.

External relations and internship opportunities are modest throughout most of the School. The establishment of advisory councils for all program areas is a step in the right direction, but these councils will need to be nurtured and cultivated if they are to bring results in program improvement, job placement, internships, and fund raising.

Overall, the faculty's record of scholarship and publication is a thin one. For years, faculty received tenure and promotion almost automatically. Now, however, new scholarship and publication requirements for promotion and tenure are being established at the College level, with participation by the School. The absence of a strong publication record in the School is not atypical for teaching-oriented programs, especially those with few graduate students.

The authorized number of full-time faculty lines is 21. Three of the lines were funded but vacant in Fall 1993. The full-time faculty is augmented by 21 adjunct instructors and five graduate teaching assistants. The School has good age and gender balance, but racial representation is weak. However, the School has made efforts in recent years to achieve greater racial balance, resulting in the hiring of one Hispanic male and one Native American female over the past five years.

Of the approximately 550 declared communication majors, about 200 are specializing in advertising & public relations; yet there are only two full-time faculty members specifically assigned to that area. On the other hand, organizational communication has about 85 majors and eight full-time faculty, and news/editorial has about 75 majors and three full-time faculty. With little opportunity for adding faculty lines, this imbalance will have to be remedied in the long term by reallocating existing lines. In the short term, the School addresses the imbalances by assigning faculty members from other programs to teach some of the courses in the heavily enrolled programs. But that option is not the best way to address the problem. Students studying to become advertising and public relations practitioners deserve to be taught and advised by faculty whose principal interests are in those areas and who are knowledgeable and up to date in current advertising and public relations theory, research, practice, and technology. The University should pursue initiating a bachelor's degree program in Advertising and Public Relations as reflected in the State University System's 1993-94 through 1997-98 Master Plan. This is an area of high student demand and there is the potential to develop a strong program in the Orlando area. However, the program will need a total of at least four full-time faculty and some modest upgrading of computers in order to initiate a bachelor's program.

The School lacks a faculty member whose primary specialty is visual communication and photography at a time when all media are becoming more visual and as technologies continue to converge. Perhaps the graphics void could be somewhat satisfied by cooperating with disciplines with strong graphic programs. The recently appointed Acting Director has strong faculty support for what is considered to be effective and sensitive leadership. He appears to be an ideal choice for the transition period in which the School finds itself. He gave immediate and effective attention to some of the chronic scheduling, registration, and advising bottlenecks that had plagued the School since its establishment. By showing a willingness to listen and analyze problems openly, he is considered to be an objective decision-maker who is fair to all the School's program interests. He is popular with faculty and students across program area lines.

IV. Facilities and Resources

Present facilities and equipment rate far below that of many smaller, less ambitious programs. However, help appears to be imminent. The School is the highest priority at UCF for a new building. A structure containing some 65,000 square feet of space and equipped for modern communication education is in the planning stage, with a projected construction starting date in 1994. This facility, absolutely essential to further progress by the School, will meet its space needs for the foreseeable future. The young School faces its most important challenge as it builds, equips, and occupies the new facility. Specialists in designing the electronic backbone, building wiring closets, designing lab and studio space, selecting audio and video equipment, as well as in optimizing ergonomic features, must be consulted to avoid errors that will be corrected later only at great expense and loss of productivity.

The School has serious equipment problems. Most programs the size of UCF's have a profitable student newspaper that generally has as good as or better equipment than the academic program with which it is formally or informally affiliated. Not having a student newspaper at UCF is a serious drawback for communication students. Furthermore, the unit lacks a cable-access television outlet and its own audio and video control rooms, editing decks, studios, and studio equipment. It has no in-house communication research lab, and its graphics and photo labs are substandard. Ideally, many of these shortages will be addressed with the construction and occupancy of the new facility. The Dean and central administrators are aware of the School's needs and of its potential, an important first step in meeting those needs.

The addition of an FM public radio station to the School, and its achievement of NPR affiliate status, is a splendid development. Over time, students who learn programming, production, news and promotion under the professional staff of the station will be well prepared for both commercial and public radio positions, and will have some of the foundation needed to be successful in television.

Nationally, university libraries are trying to decide how to move from predominantly hard-copy libraries to predominantly on-line libraries. Most universities, including UCF, have reduced library funding while making these decisions. Still, the number of volumes related to the School's specialties is alarmingly low. In comparison with other schools in the South, the situation looks very grim. Immediate attention must be given to this serious problem.

V. Responses to Previous Program Review Recommendations

1. The University should actualize plans for increased faculty and a new building.

The School was awarded a small increase in faculty lines, although three remain vacant. It also has the highest priority for a new building with construction scheduled to begin in 1994.

2. Consider the conversion to a School of Communication within the College of Arts and Sciences.

This recommendation was accomplished.

3. Make sharp reductions in number of hours required for a major, and reduce maximum enrollments in skills and lab courses.

The School reduced the number of hours required for the major by an average of four hours across the various programs. It was also granted limited access status in an attempt to reduce the number of students in skills and lab classes.

4. Pursue accreditation of journalism programs.

The School did not pursue accreditation.

5. Develop advisory council of high-level executives who hire interns and graduates.

Advisory councils have been organized for each program area.

6. Continue pursuit of internships for students in general and organizational communication.

Modest progress has been accomplished.

7. Examine the role of the forensics program and its academic home.

The School has been unable to continue the support of a forensics program.

8. Determine optimum size and nature of the film program.

The Acting Director of the School appears to have no authority over film students, faculty, curriculum or budgets.

9. Conduct discussions between provost and faculty on promotion criteria for faculty in professional programs.

Discussions have been held and some progress has been made. Discussions continue.

VI. Strengths, Needs, and Recommendations

STRENGTHS

1. The Orlando area provides the ideal setting to establish a premier mass, organizational, and film communication program.

2. The School has a conscientious faculty that teaches and advises well, works closely and effectively with undergraduate students, is committed to improving the School, and has developed a wide-ranging curriculum that should continue to attract many students.

3. The addition of WUCF-FM public radio to the School, and its achievement of NPR affiliate status is commendable. Application of computer technology to video and audio editing is being developed, putting UCF ahead of many programs in this important development.

4. The Acting Director appears to be an ideal choice for the transition period in which the School finds itself.

5. The School's No. 1 priority position for acquiring new facilities proves administrative support for the School.

6. External relations and internship opportunities are strong in the Advertising & Public Relations program.

NEEDS AND RECOMMENDATIONS

1. The School needs better in-house access to hands-on practice, especially in newspaper journalism. The School's faculty, with assistance from the Dean and Central Administration, must develop short-term and long-term solutions to this critical weakness. Gaining specialized accreditation with such limited opportunity for effective hands-on experience is out of the question. The new facility alone will not solve the problem.

2. The School and University should seek authorization to initiate a bachelor's degree program in advertising and public relations, provided the program is granted the necessary faculty lines to do so, through internal reallocation.

3. To attract professionals from the diverse and dynamic business community of Orlando seeking additional training and education in communication, consider developing a graduate concentration emphasizing integrated marketing communication, specialized writing, graphics, and/or management of communication functions.

4. With the construction of a new building for the School imminent, the faculty should conduct a thorough inventory and assessment of equipment needs for offices, labs, and studios that will save money and time and protect productivity in the long run.

5. The School should aggressively initiate, with its advisory councils, a major capital campaign, tapping alumni,

corporate friends and major foundations to take advantage of funding opportunities related to the new building (naming classrooms, studios, labs, conference rooms, the School, and the building.

6. Faculty members should participate more actively in professional academic organizations and establish relationships with major media organizations in central Florida.

7. To improve its national visibility and to expand its fundraising potential, as the School matures and moves steadily toward excellence, plans should be made to convert it to a free-standing school or college with its own dean reporting to the Vice President for Academic Affairs.

8. The School should not seek ACEJMC accreditation until other basic problems are solved or resolved (equipment, space, involvement of faculty in professional and academic organizations).

9. The limited access status of the School should be retained.

10. Because the leadership question is related to the fund drive, the functioning of the advisory council, expansion of the master's program, planning and equipping the new building, improving opportunities for hands-on experience, and unfreezing desperately needed vacant positions, a new Director should be chosen at the earliest possible time.

UNIVERSITY OF CENTRAL FLORIDA - INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION

I. Program

The Interpersonal and Organizational Communication Division in the School of Communication at the University of Central Florida has undergone significant modification since the last program review. Formerly identified as Speech Communication, the Division changed its name to Interpersonal and Organizational Communication to reflect the Division's emphasis on empirical research and current communication theory in informal communication, dyadic relationships, conflict resolution and cultural diversity. This emphasis is appropriate for the mission of the Division and for the needs of students. The Division introduced two new courses of study in the past few years, intercultural communication and conflict management.

The success of this new emphasis is evident from the greater number of students graduating from the program. Between 1988 and 1990, seven students graduated with majors in Speech. In 1991 and 1992, the first two years of the new curriculum and name, 15 students graduated, and 35 students were majoring in Interpersonal Communication in the 1992 fall semester.

In addition to serving its majors, this Division plays a large service role for the University. Central Florida is the only university in the Florida System that provides all students with instruction in oral communication. While this requirement is commendable, it places a heavy burden on the faculty to teach so many sections. Although this program has the largest number of faculty lines of any in the School, it still must rely on 21 adjunct instructors and 5 graduate teaching assistants to fulfill the teaching obligations that the public speaking requirement demands.

Of the eight full-time faculty members in Interpersonal Communication, six have Ph.D. degrees. Except for one faculty member, the research and publication record is slim. This is understandable when considering the large number of classes taught by each member.

The program has developed a Community Advisory Board to assist it in locating internship sites for its students and placement of its graduates. Although the Board is not used as vigorously as it might be, the mechanism is in place for substantial community support of the program.

Because this Division is part of the School of Communication, the strengths and needs are included in the review of the School. In general, however, this Division has been responsive to the recommendations made during the last program review. As recommended, it has reduced the number of major hours required for graduation; it is pursuing internships for its majors; it has discontinued support of the forensics program; and it has revised the curriculum and changed its name.

The inclusion of the Interpersonal and Organizational Communication Division in the organizational structure of the

School of Communication is consistent with changes that are taking place nationally. With convergence of technologies, the need to understand interpersonal and organizational communication is as important as the need to understand mass communication. The innovative programs nationally in journalism and mass communication are restructuring to include elements of interpersonal and organizational communication in their core and major curricula. The University of Central Florida is among few universities to have already acknowledged that relationship.

II. Recommendation

Because the Interpersonal Communication division is an integral part of the School of Communication, it should in the future be evaluated in the School evaluation rather than separately, although this may confound the CIP classifications.

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF JOURNALISM & MASS COMMUNICATION

Degree Programs: **B.S., M.S. Communication**

I. Program

Florida International University is located in the state's largest metropolitan area, which is ethnically and culturally diverse and supports a large concentration of mass media. The School of Journalism and Mass Communication benefits significantly from FIU's location in the Greater Miami area and from its proximity to the Caribbean and Central and Latin America.

At the time of the last review (1987) the School was the Department of Communication in the College of Arts and Sciences. After that review and a subsequent review by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), the University recognized that the unit deserved to be a School of Journalism and Mass Communication -- a professional school with strong liberal arts emphasis. The School has grown in size and prestige since then and will no doubt continue to grow because the demand for its programs remains high.

The School offers both Baccalaureate and Masters degrees. It also administers various other professional development programs, including the increasingly important Latin American Journalism Program (originally the Central American Journalism Program), which is externally funded, and the Institute for

Public Opinion Research, which generates data important to State and business operations as well as for academic purposes. The School is organized into the two departments of Journalism & Broadcasting and Advertising & Public Relations at the undergraduate level and, at this time, has two tracks, public relations, and student media advising, at the graduate level. Plans call for an Integrated Communication track to be implemented in Fall 1994, and a Spanish-language journalism track to be implemented in 1995, under the existing M.S. in Mass Communication. An English-language Journalism Master's track will be implemented later, primarily for persons who have earned bachelor's degrees in the liberal arts. The M.S. programs are also designed for men and women interested in changing careers and for mid-career media professionals. In addition, the School has a popular certificate program in student media advising and a number of special journalism programs, including a master's track taught in Spanish, for participants in the Latin American Journalism Program.

In 1991, the unit was accredited by the Accrediting Council for Education in Journalism and Mass Communication.

The recommendations of the previous report have been implemented by the School and the University. The School has received increased, though not totally adequate, funding and space from the University, and it has improved its system of advising and counseling.

The School is dynamic. Its faculty, administration, students and Advisory Council work well together and they regularly evaluate and fine-tune School goals, curricula, practices and policies, and assess the organization of the School and its needs. The School has developed two documents, "Plan 20/20: Becoming One of the Best" and "Strategic Plan II," that set attainable, energetic goals and design ways to reach those goals. University administrators support the School and, while they cannot always meet the requests made by the School, they welcome opportunities to interact with School personnel. Administrators interviewed on campus seem to appreciate the thoughtful, forthright reports submitted to them by School administrators.

The School has a strong Advisory Council, composed of influential professionals from the area who support the School in a variety of ways, which has been vigorous in seeking funding from the University and from a variety of outside sources. The largest single project is the Latin American Journalism Program, which won a $10-million grant from the USAID. The School also has developed a solid record of smaller gifts for its scholarship program and for various teaching, research and communication projects.

II. Students

In 1988, there were 404 undergraduate students and 9 graduate students. In 1992-93, there were 736 active undergraduate majors and 42 active graduate students. Of the undergraduate students, 52.1 percent were Hispanic, 11.5 percent African American, 1.9 percent Asian, 0.1 percent American Indian, and 34.4 percent Caucasian. Long-range plans project an enrollment of about 1,200 active undergraduate students and about 125 active graduate students.

The School recently reached an agreement with the Philosophy Department of the College of Arts and Sciences to require the School's journalism students to take a course in critical thinking offered by the Philosophy Department. Additionally, the School developed an innovative Excellence in Writing program, now required of all students in the School. A number of appropriate opportunities for media experience are available to augment classroom instruction. They include internships, student media, and participation in student organizations.

Student Services staff and individual faculty, all of whom are qualified and enthusiastic about the importance of advising students, conduct academic and professional advising on an on-going basis. The School administers an Orientation course for incoming students and is currently designing an exit course to help students make the transition to the work world.

Professionals who interact with student interns and who hire Journalism and Mass Communication graduates are positive about the School. However, some students and alumni expressed dissatisfaction with the counseling program. The Student Services Office is aware of student and alumni assessments.

III. Faculty

The faculty members are strong participants in all School activities. There are 22 full-time faculty members, one-third female and one-third ethnic minority. Several of the faculty are on contract or "soft money" in the Latin American Journalism Program and two are on visiting lines. The programs offered by the School are heavily professional. The faculty members have appropriate academic credentials and professional experience and they seem to respect one another's contributions. Few adjuncts teach in the School. Those who do are well qualified and their courses are evaluated by the same standards as those taught by the full-time faculty.

IV. Facilities and Resources

The School's operations are confined to the North Miami Campus, but students must go to the University Park Campus for many of their general education and liberal arts and sciences courses.

The word "confined" describes the facilities available to the School. Most faculty and administrative offices are scheduled to move to a larger space on the third floor of Academic II building in early 1994, but this expansion does not solve all of the School's space needs. It also needs at least one more dedicated classroom, an IBM-compatible computer lab to support the Knight Foundation Excellence in Writing grant, a Macintosh lab for design classes and other classes that teach desktop publishing, space and equipment for broadcasting classes, and additional equipment -- especially computer hardware and software -- for existing computerized classrooms.

V. Responses to Previous Program Review Recommendations

1. The University should recognize the importance of the Department as a link to the media industry in Miami and a potential link to the Caribbean and Latin America.

University support over the past five years has increased and the University administration seems to appreciate the significance of this unique program.

2. The Department should be made a School of Mass Communication, or School of Journalism/Communication.

This has been accomplished.

3. Pursue a master's program in mass communication.

This recommendation has been acted upon and an M.A. degree track in journalism will be initiated in 1995., under the existing Master's in Mass Communication.

4. Moving the program downtown does not seem feasible.

Apparently the University administration has agreed. The program will remain where it is.

5. Monitor the teaching effectiveness of adjunct professors.

A program for monitoring adjunct professors has been effected.

VI. Strengths, Needs, and Recommendations

STRENGTHS

1. The School has an energetic, cooperative, creative faculty with diverse and appropriate academic and professional credentials, and who value the collective diversity and interests that each one offers.

2. The qualified, loyal staff is efficient and cheerful even though they are overburdened and squeezed into inadequate work spaces.

3. The diversity of the School is excellent, especially in terms of ethnicity and interests. The School is unique in the nation in terms of its heavy proportion of Hispanic students and its work with Latin American journalists and mass media organizations. It continues to diversify beyond the Hispanic population.

4. The School has established a relationship with media organizations in Greater Miami, which offer internships, financial support, classroom presentations, use of their facilities, and jobs for School graduates.

5. The support of University administrators is admirable. University funding capacity has been severely limited in recent years. The administration, however, has approved and applauded School-generated improvements, re-allocated some University space to the School and, most recently, placed the School high on the University's priority list for a new building.

6. The School's willingness to assess and reassess its

programs is commendable.

7. The School's fundraising efforts have been imaginative and extensive.

NEEDS

1. The School needs more space, equipment, staff, and faculty.

2. Students must travel nearly 30 miles to the University Park Campus for most of their general education and elective courses. The shuttle bus between campuses needs to be reinstated.

3. The ambiance of the campus has deteriorated in recent years because of University budget cuts. It is much less appealing than it was several years ago, and less inspiring and inviting.

4. There continues to be misunderstanding by area Community Colleges about the limits of transferable courses and credits.

5. The School needs a Development Officer and related staff to assist the Dean in fund-raising.

RECOMMENDATIONS

1. The School should do nothing that might interfere with its successes. It is innovative and entrepreneurial and many of its programs are exciting.

2. The School's ethnic diversity is outstanding, but it

should continue to seek even greater diversity among its students and faculty.

3. The School should continue to interact with Greater Miami media, and it should increase its efforts to maintain strong ties with School alumni, many of whom are beginning to be promoted to influential positions in the media.

4. The School should continue to seek ways to increase the influence of its Latin American Journalism Program, both in Latin America and in the US. While the Program is directed to Latin Americans, its successful alumni might be catalysts for greater mutual understanding in North America.

5. The School should add a Development Officer, related staff and facilities for this essential support component.

6. The School needs the new building the University has promised; it needs space, appropriately configured and equipped -- and staffed.

7. Even before a new building is completed, however, the School needs additional equipment, particularly electronic equipment for Broadcasting classes and computer equipment, including software.

8. The School should search for ways to add clerical and technical staff. If the University cannot provide additional staff, the School should seek private funding for that purpose.

9. The School needs additional faculty.

UNIVERSITY OF NORTH FLORIDA -- DEPARTMENT OF COMMUNICATIONS AND VISUAL ARTS

Degree Program: **B.A. Communication**

I. Program

The Department of Communications and Visual Arts, housed in the College of Arts and Sciences, was established as a new department in 1988 in response to the 1987 Communications Program Review. Prior to its current configuration, Communications was housed in the Department of Language and Literature, and Visual Arts was a part of the Department of Fine Arts. The B.A. degree in Communications was implemented during the fall of 1983, "...to serve the student body and the community by providing professional training in...print journalism, broadcasting, public relations, and advertising."

Anticipation of future growth was prophetic. Communication majors have increased from 130 students in 1986 to 326 majors in 1992. The Department has the largest number of majors in the College of Arts and Sciences.

The combination of communication and graphic arts in this department provides students with a rare opportunity to learn how to use the new communication technologies. The Department provides courses in computer graphics and interactive video that prepare its students well to enter the job market. The curriculum has both depth and breadth.

The Department has a well developed internship program for its students. If the Department works to strengthen ties to this group, it could become an invaluable resource.

The University is participating in an Instructional Television Fixed Services (ITFS) initiative that will, when combined with the collaboration taking place between the local cable franchise and the program in communication, bring significant benefits to the Department. It has already resulted in gifts of new and much needed radio equipment.

II. Students

The number of communication majors has increased from 169 in 1988 to 326 in the fall of 1992. As the Greater Jacksonville area grows, the student demand for majoring in communication will increase. Because the Department is struggling now to maintain an acceptable level of instructional quality, given the inadequacies in staffing, housing, equipment and high faculty/student ratios, it would be unwise to increase the number of students in communication without commensurate increases in program resources.

Improvements in race, gender and cultural diversity of the department is impressive. From a two percent minority student enrollment in 1988, the percentage grew to 14 in 1993. Fifty-eight percent of the student population are female.

Students in the program appeared to be mature, creative and serious. They are acutely aware of the inadequacies in the Department, but seemed unaware of many strengths and recent

The program is still under-funded, under-staffed, under-equipped and in need of consolidated housing. However, space may become available when the natural sciences move to a new building and the university has decided to create a new home for the Department of Communications and Visual Arts in the proposed new Performing and Visual Arts Building.

2. Establish an Advisory Counsel to offer suggestions, moral support, and assist in a fundraising drive.

The Advisory Council has been organized.

3. The undergraduate program should be strengthened so that a graduate program can be developed.

During the 1988-89 academic year, the program reviewed its curricular offerings in communications, eliminated courses that had not been taught in more than five years, and restructured its other offerings. The program is now studying the feasibility of a graduate program, concentrating on the new communications technologies and the advantage derived from having communication and visual arts in the same program.

4. Accreditation by ACEJMC should be pursued.

The program has rightly tabled its ambition to acquire accreditation by ACEJMC. It does not have the organizational structure, the ratio of liberal arts to professional courses, nor the resource base to achieve accreditation at this time.

5. Establish better articulation with community colleges.

This has been done.

6. Decrease the number of adjuncts.

An inordinately high percentage of the program's courses are still taught by adjunct faculty.

7. Improved method of faculty evaluation and the development of guidelines to recognize creative, professional and service contributions of a professionally oriented faculty and merit pay, tenure, and promotion.

This has been done.

8. When more staff are available, move student advising to the unit for its central location.

This has not been done, but the department works closely with the college advising staff.

9. Exercise restraint in proliferation of courses.

This recommendation has been implemented.

10. Establish student organizations.

A chapter of the Public Relations Students Society of America and of the American Advertising Federation have been established and are apparently flourishing. A new extra-curricular organization in broadcast production is being organized this fall.

11. Perhaps the most urgent need of the program is a structural change to a department.

A new Department of Communications and Visual Arts was established in 1988.

VI. Strengths, Needs, and Recommendations

STRENGTHS

1. Excellent working relationships exist among faculty, and the presence of communication and visual arts courses in the same unit provides students with a rare opportunity to learn how to use the new communication technologies.

2. The curriculum has depth, breadth, and is relatively current.

3. Large numbers of quality internship opportunities are available to students.

4. Above average opportunities exist for students to engage in extra-curricular activities.

5. Oral and written communication are taught "across the curriculum."

6. Excellent articulation exists with community colleges.

7. The Communications and Visual Arts Advisory Committee is functioning well.

8. ITFS initiative and collaboration with local cable franchise present exciting opportunities.

9. Students are impressively diverse in terms of culture, race, and gender, and appear to be more mature and creative than some of their counterparts at some other universities.

10. Students enjoy above average placement in the field.

11. The number of full time faculty has increased and the quality of their credentials has improved during the last three years.

12. Faculty are highly productive teachers, with strong interests in students. The academic and professional diversity of full-time faculty is impressive.

13. The central administration acknowledges a lack of resources in support of the program and indicates some willingness to provide additional resources.

NEEDS AND RECOMMENDATIONS

1. The communication Program is under-funded, under-staffed, under-equipped, and in need of consolidated housing.

2. A national search for a permanent chair should begin immediately.

3. Two additional full-time faculty should be hired to accommodate fall, 1994 enrollment, and to reduce a vast over-dependence on adjuncts. One of the two could be the new chair.

4. Improved procedures for the selection, orientation, and evaluation of adjunct faculty should be implemented.

5. Add a theory and research course to the core curriculum and a capstone course or experience in the senior year that will help students integrate all that they have learned.

6. The principles taught in the beginning speaking and writing classes should be reinforced in an even more systematic way over the entirety of the communication curriculum.

7. The student newspaper, *The Spinnaker*, should generate additional advertising revenue through increased circulation of the paper off-campus, more aggressive sales of advertising off-

campus, and should become a weekly, providing more hands-on opportunities for students.

8. A local chapter of Women in Communications, Inc. should be established.

9. The Communication and Visual Arts Advisory Committee, should be asked to do more by way of fundraising, external and internal advocacy, job placement, and program/student evaluation.

10. All graduates should be computer literate at a level reasonably expected of entry-level employees.

11. The University should consider creating a School of Communication and Visual Arts with a separate curriculum in communication. This would make the program eligible for accreditation. A consultant with considerable experience on ACEJMC accrediting teams should be hired to do a pre-accreditation review, identifying strengths and weaknesses from an accrediting perspective. Accreditation would help in recruitment and placement of students, and would increase fundraising potential in a state that already accommodates several accredited programs.

12. Improve video transcripts, documentaries, and other related visual holdings in the library.

13. Upgrade the Macintosh lab and create a new lab for state-of-the-art computer graphics. Be more aggressive in gaining time in the Matthew's Computer Science Building computer laboratory.

14. Create at least one state-of-the-art broadcast

production facility and hire a laboratory technician to maintain computers and broadcast production equipment.

15. Plan for the optimal utilization of the new space which will be made available in the Performing and Visual Arts facility.

Appendix A

PERSONAL DATA SHEET

January, 1993

Name: **Robert C. Jeffrey**

Birth Date: November 11, 1927

Address:
Office of the Dean
College of Communication
The University of Texas
at Austin
Austin, Texas 78712
(512) 471-5646

Marital Status: Married

Degrees

B.A., 1949	State University of Iowa. Major: Government; Minor: History
M.A., 1950	State University of Iowa. Major: Speech; Minor: Government
Ph.D., 1957	State University of Iowa. Major: Speech; Minor: Government, Higher Education

Teaching Experience

Cornell College (Iowa), 1950-53; University of Iowa, 1953-54; University of Virginia, 1954-59; Indiana University, 1959-1968; University of Texas at Austin, 1968-present.

Administrative Experience

Executive Secretary, Speech Association of America, 1960-63.
Executive Secretary, Texas Speech Communication Association, 1969-79.
Directorship of eight Programs, Institutes, Speakers' Bureaus, and Professional Conferences.
Chairman, Department of Speech Communication, The University of Texas at Austin, 1968-1978.
Acting Dean, College of Communication, The University of Texas at Austin, Spring, 1977.
Dean, College of Communication, The University of Texas at Austin, 1979-present.

Publications, Invited Papers, Speeches and Editorships

3	books
24	articles, monographs, book chapters
7	book reviews
43	papers and/or speeches
6	associate editorships of refereed professional journals and/or abstracts and proceedings

Script and Programs

Edited and moderated seven one-half hour scripts in the series, "America: Great Issues, Great Speeches," (1963).

Moderated 13 programs in the Public Television series, "Legislative Issues," (1979).

Government Grants

Awarded two NDEA Title XI Institute Grants totalling $82,882 (Summer 1966 and Summer 1968).

Director of Graduate Work

Directed 12 Ph.D. dissertations and 8 M.A. theses.

Professional Services

National Speech Communication Association 2nd Vice President (1971), 1st Vice President (1972), President (1973); officer or member of 13 governing committees and boards since 1957.

Officer and/or committee member or chairman in International Communication Association, Association for Communication Administrators President,1977),

Southern Speech Communication Association, Texas Speech Communication Association (Executive Secretary, 1969-1979).

Consultant to 24 institutions of higher education to review graduate and/or undergraduate programs in Communication.

Member, National Committee to develop a taxonomy for communication, kindergarten through graduate education, National Center for Educational Statistics (1974-1977).

University of Texas at Austin, University of Texas System & Texas Coordinating Board Committees

Service on 22 committees, including University of Texas System's Committee on Graduate Program Policy (1971-1973), University Council, Faculty Senate, Graduate Assembly, President's Committee on Restructuring the Graduate Programs, the Committee on The Mission of the University of Texas System, Men's Athletic Council, Women's Athletic Council (Chairman, 1976-1981), Chairman of the UT System Committee on Telecommunications (1982), Texas Coordinating Board Telecourse Instruction Study Committee; funding and Finance Subcommittee (1979-1991); Advisory Committee on Telecommunications (1988-present); Texas Academic Skills Program Coordinating Board Task Force (1988-1991), and Texas Teleconference Training Network Advisory Committee (1989-1991)

Public Service

Parliamentarian, Indiana State Senate, 1964-1968.

Member, Legislative Study Committee to study the Rules and Procedures of the General Assembly, State of Indiana.

Member and Past President, Board of Directors, Indiana University Employees Federal Credit Union.

Member, Southwest Texas Public Broadcasting Council (KLRN/U), 1979-1991.

Member, Gaslight Theatre Board of Directors, Austin, 1980-1983.

Member, Paramount Theatre Board of Directors, Austin, 1981-1986.

Member, Board of Governors (ex officio), Headliners Foundation of Texas, 1990 - present.

Honors and Awards

Allan Shivers Centennial Chair in Communication
Walter Cronkite Regents Chair in Communication
Phi Kappa Phi
Golden Key
Outstanding Service Award presented by the Texas Speech Communication Association, 1980
Distinguished Service Award, National Speech Communication Association, 1991.
Listed in *Directory of American Scholars*
Listed in *Who's Who in America*

Appendix B

1993 Mass Communications Program Review Personnel:

University Coordinators, Program Review University Contacts [*], & BOR Program Review Coordinator

UF
Dr. Jim Terhune
SC 622-0466
* Mr. Mike Harris [SC 622-0456]

FSU
Dr. Barry Sapolsky
644-8774
* Dr. A. Lupo-Anderson [SC 284-6876]

FAMU
Dr. James Hawkins
599-3718
* Dr. James Ammons [SC 286-3276]

USF
Dr. Donna Dickerson
SC 574-6783
* Dr. Kathleen Moore [SC 574-5559]

FAU
Dr. Dan Hahn
SC 238-3893
* Dr. Shiela Mahoney [SC 238-3029]

UWF
Dr. Churchill Roberts
SC 680-2880
* Dr. Carl Backman [SC 680-3084]

UCF
Dr. Philip Taylor
SC 345-2852
* Dr. Frank Juge [SC345-2302]

FIU
Dr. Lillian Kopenhaver
SC 439-5626
* Dr. Judy Blucker [SC 441-2805]

UNF
Dr. Shirley Carter
SC 861-2650
Ms. Linda McClintock [SC 861-2700]

BOR
Dr. Gita Wijesinghe Pitter
1554 Florida Education Center
325 West Gaines Street
Tallahassee, Florida
(904) 488-7702
SC 278-7702
FAX SC 292-2014
BITNET:
GWP@NWBR400.MAIL.UFL.EDU